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ABSTRACT

Designed for Vocational Resource Educators (VRE) in Missouri, this guide contains basic information to aid VRE in helping handicapped students succeed in vocational education programs. The handbook is structured according to the eight goals for VRE, which define their major roles and responsibilities: to develop a communication network, to facilitate the mainstreaming process, to assist in appropriate program placement, to assist vocational instructors with curriculum modification, to serve as a resource to vocational instructors, to provide job placement and followup, to provide inservice for other staff, and to evaluate a VRE program. For each goal, an overview leads to questions and answers that may be translated into objectives and activities needed to accomplish that particular goal. Resources (articles, checklists, directories, sample forms and materials, inventories, informative materials) and additional reference material are provided for each goal. A glossary is attached. Appendixes include informative materials dealing with handicapped persons, legislation, mainstreaming, the cloze procedure accompanied by references of special-needs resources. (YLB)

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Vocational Resource Educator Handbook

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Table Of Contents

Introduction 1

The Role Of The VRE 2

Goal 1: Develop A Communication Network **3**

Overview 3

Questions 4

A. How Can The VRE Build Rapport With Administrators? 5

B. How Can A VRE With A Special Education Background Tie Into The Needs Of The Vocational Educators, And Vice Versa? 6

C. How Can The VRE Encourage The Involvement Of Parents? 7

D. How Does The VRE Assist In Counseling And Motivating Students? 8-9

E. What Are Some Additional Ways The VRE Can Become Involved In The Family And Community? 10

F. To What Extent Do Secondary And Postsecondary VREs Coordinate Services For Handicapped Students? 11

G. Who Are Some Of The People A VRE Needs To Coordinate And Work With? 12

H. How Should Advisory Committee Members Be Selected? 13

I. What Is The Purpose Of The Advisory Committee? 14

J. Is There A Magic Formula For Ensuring The Success Of An Advisory Committee? 15

K. What Are Some Ways To Evaluate The Success Of An Advisory Committee Designed To Support The VRE? 16

Resources For Goal 1 17-21

Additional Resources And References 22

Goal 2: Facilitate The Mainstreaming Process **23**

Overview 23

Questions 24

A. What Is An IEP And Why Is An IEP Necessary? 25

B. What Is The Secondary VRE's Role In The Development Of The IEP? 26

C. What Is The Postsecondary VRE's Role In The Development Of The Vocational Plan? 27

D. How Does The IEP Process Work? 28

E. Who Is On The IEP Committee? 29

F. What Kind Of Information Is Necessary To Formulate An Appropriate IEP? 30

G. What Information Is Needed By The VRE For Input Into Development Of The Vocational Component Of The IEP? 31

- H. What Kind Of Information Can Be Gained From A Vocational Evaluation That Can Be Used In The Development Of An IEP? 32
- I. What Is The VRE's Role In Implementing The IEP? 33
- J. How Does A VRE Ensure IEP Implementation? 34
- K. What Information Does The VRE Need For The IEP Review? 35
- L. What Questions Should The VRE Be Prepared To Answer At The IEP Review? 36
- M. What Is The Outcome Of The IEP Review? 37

Resources For Goal 2 38-47
Additional Resources And References 48-49

Goal 3: Assist In Appropriate Program Placement **50**

Overview 50
Questions 51

- A. How Are Placement Decisions Derived? 52
- B. What Procedure Does A VRE Use When Recommending Placement? 53
- C. How Does The Concept Of Least Restrictive Environment Affect Placement Decisions? 54
- D. Following A Placement Decision, In What Areas Does The VRE Provide Support To Vocational Instructors? 55
- E. In What Areas Does The VRE Provide Support To Handicapped Students? 56
- F. What Kind Of Data Should Be Gathered When Monitoring Student Progress? 57
- G. How Can The VRE Assist Instructors In The Data Collection Process? 58
- H. What Are Alternative Methods Of Evaluating Handicapped Students? 59-60
- I. What Information Is Available To Assist The VRE In Providing Instructors With Alternatives To Grading Handicapped Students? 61
- J. Should Students Be Involved In The Monitoring Process? 62
- K. How Does The Role Of The Secondary VRE Differ From That Of The Postsecondary VRE In Terms Of The Placement Process? 63
- L. How Does A VRE Acquire Information For Nontraditional Enrollments? 64

Resources For Goal 3 65-68
Additional Resources And References 69

Goal 4: Assist Vocational Instructors With Curriculum Modification **70**

Overview 70
Questions 71

- A. What Is The VRE's Role In Curriculum Development Or Curriculum Revision? 72
- B. What Are Some Student Differences That May Suggest The Need For Modifying Curriculum? 73-75
- C. What Are Some Procedures For Selecting Instructional Materials? 76-77

D. What Are Some Guidelines And Procedures To Assist The Instructor In Adapting Instructional Materials? 78-80
E. What Are Some Equipment Modifications That A VRE Might Recommend? 81-84
F. What Are Some Ways To Deal With Attitudinal Barriers? 85
G. Do The Secondary And Postsecondary VREs Have Similar Responsibilities In Terms Of Assisting Instructors With Curriculum And Support Services? 86-93

Additional Resources And References 94

Goal 5: Serve As A Resource To Vocational Instructors 95

Overview 95

Questions 96

A. How Does The Knowledge Of Student Learning Styles Affect Teaching Skills And Techniques? 97
B. How Can The VRE Assist Instructors In Selecting Content Appropriate For Handicapped Students? 98
C. What Instructional Techniques Can The VRE Share With Vocational Instructors? 99
D. What Are Some Instructional Techniques And Strategies Useful In Dealing With Particular Handicapping Conditions? 100-103
E. How Can The VRE Assist Vocational Instructors With Classroom Management? 104-105
F. What Are Some Strategies That Will Help The VRE And Vocational Educator Increase Safety For The Handicapped Students? 106
G. What Are Some Sample Resources In The Area Of Curriculum? 107-109
H. Which Skills Are Considered Most Necessary And What Resources Are Available For The Continued Development Of Those Skills? 110
I. What Are Some Sample Resources In The Area Of VRE Skills? 111-117
J. What Are Some Examples Of Community Resources? 118-119
K. What State And Federal Resources Are Available For A VRE? 120-121
L. Do The Roles Of The Secondary And Postsecondary VRE Differ In Terms Of Providing Resources For Vocational Instructors? 122-123
M. How Can A VRE Assist Instructors With Nontraditionl Students? 124
N. What Resources On Sex Equity And Nontraditional Programs Are Available For A VRE? 125
O. What Materials On Nontraditional Programs Are Available For A VRE? 126

Resources For Goal 5 127-134

Additional Resources And References 135-136

Goal 6: To Provide Job Placement And Follow-Up 137

Overview 137

Questions 138

A. How Can The VRE Assist The Instructor In Preparing The Student For Placement? 139
B. How Can The VRE Assist The Vocational Instructors In Providing Potential Employers With Accurate Information About Handicapped Students 140
C. How Can The VRE Assess Students' And Employers' Satisfaction With The Job Placement? 141
D. What Strategies Are Available To The VRE That Will Facilitate Job Retention? 142
E. How Does The VRE Work In Coordinating Services With The VAC? 143
F. What Placement Responsibilities Does A VRE Have If There Is No Placement Specialist Or VAC? 144
G. Do The Roles Of The Secondary And Postsecondary VRE Differ In Terms Of Placement? 145
H. What Can The VRE Do To Assist In Job Development, If Necessary? 146
Resources For Goal 6 147-148
Additional Resources and References 149
Goal 7: Provide Inservice For Other Staff **150**
Overview 150
Questions 151
A. What Components Are Necessary In The Development Of An Effective Inservice Presentation Or Workshop? 152
B. How Is The Planning Committee Selected? 153
C. How Are Needs Assessed And Inservice Topics Identified? 154
D. What Are Workshop Objectives? 155
E. Who Is Responsible For Inservice Presentations? 156
F. What Are Inservice Resources And How Are They Selected? 157
G. How Is An Effective Inservice Learning Climate Established? 158
H. What Are Some Different Types Of Presentations That Are Appropriate Inservice Activities? 159
I. How Is The Inservice Evaluated? 160
J. What Are Some Resources For Planning Inservice Programs? 161
Resources For Goal 7 162-163
Goal 8: Evaluate A VRE's Program **165**
Overview 165
Questions 166
A. How Can VREs Evaluate Their Program? 167
B. When Should The Evaluation Take Place And What Should Be Evaluated? 168
C. How Can The VRE Evaluate His Or Her Own Performance? 169

D. What Is A Continuation Proposal? 170
E. What Is An FV 4? 171
Resources For Goal 8 172-178
Additional Resources And References 179
Glossary 180-184
Appendices 185-203
How Does Missouri Define Handicapped? 186-187
How Are The Students With Handicaps Identified? 188
How Was Missouri's VRE Model Developed? 189
What Pieces Of Legislation Contribute To The Need For VREs? 190
What Does Least Restrictive Environment Mean? 191-192
What Is Mainstreaming? 193
What Is An Individualized Education Program (IEP)? 194
What Legislation Fosters Sex Fairness In Vocational Education? 195
Title IX Regulation Requirements 196
Special Needs Resources 197
Resources For Post-Secondary Educators 198-199
The Cloze Procedure 200
Sample Of Cloze Measure Of Readability 201
Answer Sheet And Key For Cloze Measure Of Readability 203

Introduction

The purpose of the **VRE Handbook** is to function as a guide for Vocational Resource Educators in Missouri. This guide contains basic information that will be helpful to VREs as they work to help handicapped students succeed in vocational education programs. The Handbook identifies eight goals for VREs. The major roles and responsibilities of the VRE are defined by the goals. Each goal has questions and answers which may be translated to objectives and activites utilized to accomplish this goal. This Handbook attempts to identify the "major" concerns VREs may have as they perform their role in individual settings according to schools' policies. Therefore, the questions and the answers for a VRE vary. References and additional resources are listed for each goal to provide other sources on the topics, should more detailed information be needed.

Increased sensitivity to the human rights of all people has brought about a greater awareness that people with handicaps can indeed assume roles as productive workers in our society. In the past, persons with handicaps have been a part of the population for whom minimal vocational opportunities were available. Because there were very few training programs available to people with handicaps, they were untrained, underemployed or unemployed. Some were placed in sheltered workshops, but many more were without any type of work identity. Many of those were never able to rise above an entry level position and were rarely a part of the regular work-force in terms of seniority and promotions. The problem was circular--there were limited vocational opportunities because of the lack of training, there was limited training because of the lack of job placement opportunities.

Since 1963, federal legislation has reflected an increasing sensitivity to people with handicaps. The 1963 Vocational Act addressed people with handicaps in general terms. Five years later, as a reaction to the lack of a voluntary response to people with handicaps, the Vocational Amendments of 1968 provided for set-aside funds. The amendments identified the persons for whom the funds were to be used and the purpose for which they could be expended.

Current legislation mandates have further defined federal guidelines for persons with handicaps and have had a significant impact on the educational opportunities for all students. With the increased opportunities for students came increased responsibilities for local education agencies to expand their programs so that people with handicaps would be provided an equal opportunity for an appropriate public education. The Missouri State Plan for Vocational Education includes a goal to maintain and expand vocational programs and services for the disadvantaged and handicapped. This philosophy demonstrates vocational education's commitment to ensure that the "spirit" of the law is met.

11

The Role of the VRE

The Vocational Resource Educator fulfills the role of a facilitator in the mainstreaming process. They are responsible for helping handicapped students make a smooth transition into vocational programs as well as helping vocational instructors plan and implement appropriate educational programs. The VRE serves as a resource for teachers, students, parents, and the community. This role requires expertise in special education and vocational education, and above all, good communication and public relations skills.

As a facilitator, the Vocational Resource Educator works with educational personnel in a variety of programs. The VRE "assists" in vocational program planning for students with handicaps. They work with school and community personnel to identify, utilize resources in the best possible way and assure the placement of students with handicaps in appropriate jobs. In this capacity, the VRE works with the school's placement personnel to facilitate handicapped students' transition from school to work.

While student success is the objective of the VRE's efforts, they do not have direct instructional responsibilities. The VRE is responsible for a specific number of handicapped students, coordinating and monitoring their vocational education programs. The responsibility includes making sure the student is appropriately placed in a vocational program and there are no overlaps or gaps in the student's total vocational education plan.

Although the VRE does not have direct teaching responsibilities, they do have regular contact with the students. The VRE is a person to whom handicapped students can turn when they are experiencing difficulty. If a teacher perceives a student has a problem or need that should be handled outside the classroom, the VRE works to find the most appropriate solution or resource for solution of the problem. The VRE's responsibility is to assure that the student's vocational education needs are being met.

The VRE has direct responsibility to other staff members to provide services and/or resources which help them as they work directly with students who are handicapped. Because the VRE is a facilitator, the specific responsibilities are identified jointly with special education personnel, and administrators, according to the needs of each school.

The role of the VRE requires that he/she serves as an advocate of students with handicaps in each of their environments--school, home, community. VREs have a primary responsibility to assure students and teachers that they have appropriate resources available so that their mutual success is facilitated.

Postsecondary and secondary VRE roles are similar in many respects; they both are to ensure vocational success. Throughout the handbook, however, special attention is given to differences that may be found.

Goal 1: Develop A Communication Network

Overview

Communicating with a variety of individuals, updating information and passing needed information along to the right person requires superior organizational skills. In addition to communication, the coordination of services with school personnel comprises a major role for the VRE.

The Vocational Resource Educator also has the responsibility of working with parents and other community members to assure that they are aware of the programs available to handicapped students. The responsibility to the community at large will differ from the responsibility to family members. The responsibility may be either direct or indirect, that is, the VRE may do some of the activities or may simply make sure other resources are available for carrying out the responsibility.

The VRE is responsibile for assuring that public relations efforts are directed toward understanding the handicapped in terms of their potential as students and employees. They work with community organizations to help them inform their memberships about the training opportunities that are available for students with handicaps.

Advisory committees are excellent resources for program support. The VRE is responsible for making certain that they are apprised of the school's efforts at preparing all students to become wage earners.

Goal 1: Develop A Communication Network

Questions

A. How can the VRE build rapport with administrators?

B. How can a VRE with a special education background tie into the needs of the vocational educators, and vice versa?

C. How can the VRE encourage the involvement of parents?

D. How does the VRE assist in counseling and motivating students?

E. What are some additional ways the VRE can become involved in the family and community?

F. To what extent do secondary and postsecondary VREs coordinate services for handicapped students?

G. Who are some of the people a VRE needs to coordinate and work with?

H. How should advisory committee members be selected?

I. What is the purpose of the advisory committee?

J. Is there a magic formula for ensuring the success of an advisory committee?

K. What are some ways to evaluate the success of an advisory committee designed to support the VRE?

A. How Can The VRE Build Rapport With Administrators?

Building a rapport with administrators, as with all people is an evolving process. Consider the goals of the institution and the roles and responsibilities of the administration. Interacting with the administrative team is crucial to the establishment of rapport. Remember to:

- Effectively communicate with the administration on specific goals and objectives of the VRE.
- Arrive at a consensus in terms of the short term and long range goals.
- Clarify the position of the administration regarding growth of programs/services for the handicapped.
- Facilitate a flow of information to administrators.
  Keep them informed of program growth, direction and scope.
- Communicate with administrators once a week
  (in person if possible, by memo if not).
- Acknowledge administrative support when it is given.
- Follow protocol (formal and/or informal).

B. How Can A VRE With A Special Education Background Tie Into The Needs Of The Vocational Educators, And Vice Versa?

A VRE can approach educators who are qualified in a field other than their own through a team approach. If a VRE with a special education background approaches other educators (vocational, guidance or academic) with a desire to foster teamwork and cooperation, the result will be a willingness to work toward a common goal. Enlisting the aid of other educators to identify the common goals and the activities needed to reach those goals begins with team development. Team development should include:

- defining the roles of staff;
- identifying the expertise the team has through its members;
- providing for easy and smooth communication;
- providing opportunities for staff interaction.

Team interaction should include:

- identifying what common goals staff are working toward;
- identifying strategies to reach those goals;
- choosing the appropriate strategy to implement;
- identifying the best implementors and strategies for implementation;
- identifying evaluation strategies to determine if goals are reached.

C. How Can The VRE Encourage The Involvement Of Parents?

This is one of the public relations aspects of the VRE's role. Sharing information with parents is necessary if their involvement is desired. Vasa, 1980, suggests the following:

- Host an open house and tour of the vocational facility.
- Involve parent representation in the VRE advisory committee.
- Develop the habit of corresponding with parents regarding the success of their children. Encourage instructors to do the same.
- Provide inservice programs of interest to parents. Tie in the local parent groups such as ACLD and ARC.
- Make home visits to get to know the parents' interests, concerns, and needs. Coordinate visits with other instructors to avoid duplication.
- Offer individual, small or large group meetings with parents.

It is sometimes assumed by educators that parents don't care very much about their child's education because of the parents' lack of involvement. In reality, parents may choose noninvolvement for any of a number of reasons, such as fears of inadequacy in discussions with educators; the irrelevance of past contacts with the school; and failing to understand the role the school expects of them. In talking with parents, ask and listen to their opinions, accept them as equals, meet them at home if necessary and avoid using educational jargon. Through communication with parents, vocational education personnel can:

- obtain information about the individual student's progress;
- obtain information about the student's experiences and expectations from the perspective of their parents;
- increase the opportunities for individual students by involving parents in the educational process;
- transmit information about parent's rights and responsibilities under the law;
- obtain support from groups of parents for the expansion and alteration of persent vocational programs to better accommodate the handicapped.

Parents, in turn, can learn a lot from educators about:

- what to expect from the school vocational program;
- the scope of the vocational education program;
- the program's safety standards and provisions;
- the ways the parents can support the acquisition of specific skills;
- the grading and evaluation procedures utilized by the school system;
- the performance of their respective children in the vocational program.

(An article dealing with parental involvement is in the Resources for Goal 1.)

D. How Does The VRE Assist In Counseling And Motivating Students?

Students with handicaps may enter the learning situation with feelings of low self-esteem. They may feel hopeless and helpless about their futures. New situations may be alien territory in which they are afraid of failing. They may be unfamiliar with work models and therefore have a limited knowledge of worker expectations. Some ideas for helping students to develop positive attitudes toward themselves and the learning task are as follows:

- plan success-guaranteed learning opportunities, i.e., small enough steps for success to be inevitable;
- plan ways for students to be able to define for themselves successful completion of a task;
- help students establish their own attainable goals;
- help other students learn to recognize success of others;
- allow for slow reactions/responses to questions;
- expect students to attain success;
- encourage students to put forth special effort;
- make directions explicit;
- provide opportunities for positive-peer relationships through team or small group activities;
- encourage participation in student and/or community groups, e.g., school, clubs, church groups;
- emphasize importance of student organizations;
- provide opportunity for students to talk with workers who have similar handicaps as students;
- encourage expression of student ideas and opinions;
- let students know about their progress;
- talk with students to determine ways they can be helped to succeed.

Other students can also be helped to better interact with the handicapped student. It is vital that time be spent preparing other students for working along with the students with handicaps. Other students can be a great source of assistance within the classroom, but it is important that they approach the task in a manner that is helpful rather than condescending or patronizing. However, be sensitive to the fact that some students do not want to be treated differently. They do not want nonhandicapped students to know about their learning problems, or stand out in any way. Work around this by making special help or materials available to all.

Some of the things that can be done with other students are as follows:

- spend time talking about various handicaps and the effects those handicaps have on the lives of people who live with those handicaps;
- provide opportunity for students to have simulated experiences with being handicapped for a part of a day;
- after simulation, provide opportunity for students to talk about frustrations and feelings during the time they were "handicapped". Include students who are handicapped in discussions so they can share their own frustrations;
- assist the instructor in establishing a "buddy system" in classroom, e.g., have students work together to get equipment out and put away;
- establish procedures whereby students help other students if they don't understand an assignment;
- involve all students in planning ways they can help each other.

In order for any of the above ideas to work, it is important that a cooperative atmosphere be established in the entire school. The mainstreaming process requires that everyone work together to maximize the learning opportunity for students with handicaps.

19

E. What Are Some Additional Ways The VRE Can Become Involved In The Family And Community?

By participating in community activities the VRE can build a strong community and family based support for the vocational special needs program. The VRE can attend activities sponsored by school, citizen, business, labor, civic, or special interest groups or join organizations. By being a consumer of local products and businesses, the VRE can build linkages with families and community members. The following are but a few of the ways VREs can "network" with the community.

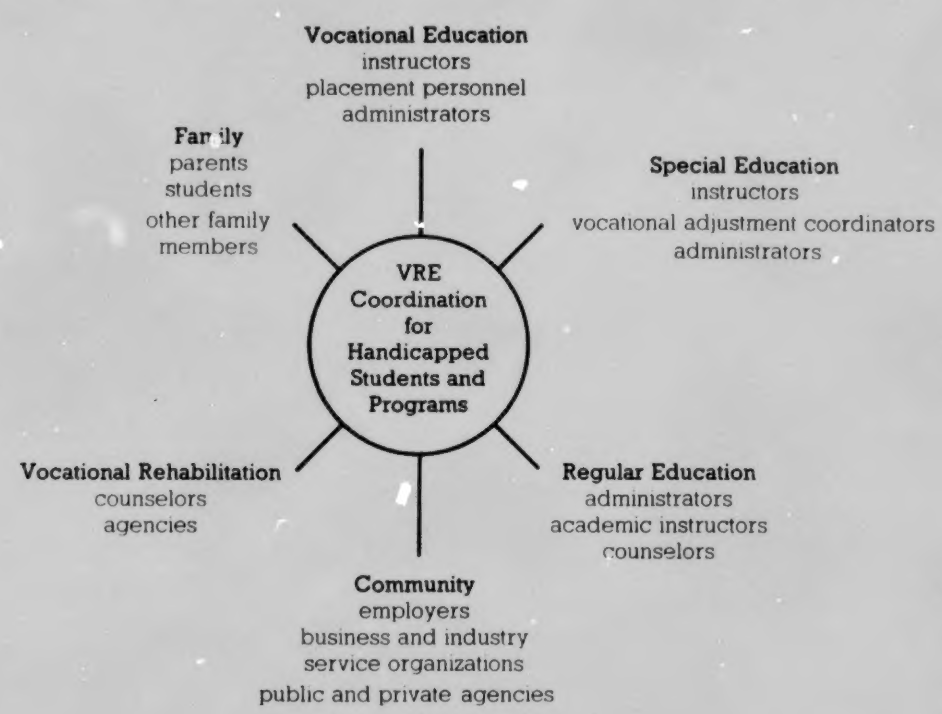
- Arrange speaking engagements.
- Develop program brochures.
- Develop audio-visual presentations.
- Attend social functions.
- Organize an open house.
- Conduct inservice.
- Visit related agencies in the community.
- Organize advisory councils/boards.
- Distribute business cards.
- Write letters of introduction.
- Write follow-up thank you letters.
- Join organizations.
- Volunteer.
- Attend community decision making meetings.

F. To What Extent Do Secondary And Postsecondary VREs Coordinate Services For Handicapped Students?

Both secondary and postsecondary VREs spend a significant amount of time coordinating various constituencies in their attempt to provide services to handicapped students. Both secondary and postsecondary VREs coordinate among agencies such as the Bureau for the Blind, and offices within the Department of Elementary and Secondary Education such as Vocational Rehabilitation. Included in the Resources for Goal 2 are the names, addresses, and phone numbers of district supervisors and offices of Vocational Rehabilitation, for the VRE's convenience.

G. Who Are Some Of The People A VRE Needs To Coordinate And Work With?

There are people from many sectors of the community that the VRE will want to link with in coordinating services to handicapped students, as the following diagram illustrates.


Vocational Education
instructors
placement personnel
administrators
Family
parents
students
other family members
Special Education
instructors
vocational adjustment coordinators
administrators
VRE Coordination for Handicapped Students and Programs
Vocational Rehabilitation
counselors
agencies
Regular Education
administrators
academic instructors
counselors
Community
employers
business and industry
service organizations
public and private agencies

In order to coordinate with the school, the VRE needs to have a good working relationship with school personnel, particularly administrators, special educators, and counselors. To work effectively with the family, the VRE needs to encourage the involvement of the parents and students. The VRE can link with the community through advisory committees, as well as professional and personal community involvement.

H. How Should Advisory Committee Members Be Selected?

Current regulations specify that representation must be selected from the following groups.

- General Public;
- Business;
- Industry;
- Labor;
- Representatives from both sexes;
- Racial and ethnic mix that represents the district.

An advisory committee should never be organized unless their advice is earnestly sought with intent to implement. Individuals willingly devote valuable time to serve on advisory committees if they are allowed to help, with the understanding that their ideas will be considered and appreciated. The following criteria are useful in selecting individuals to serve in an advisory capacity.

- The individual must be willing to serve.
- The individual must have expertise and interest in the area of concern.
- The individual must be willing to devote sufficient time to perform the necessary duties.
- Potential or new members should be approved by other committee members.

VRE advisory committees may also be select representatives from:

- Vocational Instructors;
- Special Education Instructors;
- Vocational Rehabilitation Representatives;
- Parents;
- Chamber of Commerce Representat
- Special Interest Groups (i.e., Assn. of Retarded Citizens);
- School Administrators;
- Students;
- City Departments (Health);
- Vocational Teachers;
- Local Service Employers.

I. What Is The Purpose Of The Advisory Committee?

The committee, in the case of the VRE, is organized to support programming for the continuation of services for handicapped students. Suggested specific functions are:

- identify current community needs from available data;
- supply job information;
- provide curriculum advice;
- assist in developing student selection criteria;
- encourage student organization involvement;
- plan strategies for student placement in the world of work;
- foster promotion of the handicapped in vocational education;
- identify and adapt equipment;
- plan strategies to serve handicapped students;
- identify services/resources available and applicable for adults.

J. Is There A Magic Formula For Ensuring The Success Of An Advisory Committee?

The only magic word is "organization." The committee must be effectively organized in order to be productive. The following suggestions contribute to the effectiveness of advisory committees (Noland, 1979).

- Select a chairperson from the membership. The chairperson has the responsibility of chairing each meeting.
- Select a recording secretary. Sometimes the VRE serves as secretary.
- Prepare an agenda for each meeting. This is often a responsibility of the VRE. The agenda should then be presented to the chairperson for suggestions, additions, or deletions. The agenda and procedures for conducting meetings should be discussed and agreed upon.
- Submit agenda to all members prior to the meeting so that they have an opportunity to place items of concern on the agenda.
- Encourage interaction among members. Provide name tags and allow time for introduction of new members, when appropriate.
- If necessary, continue the unfinished items of the agenda at the next meeting so that lengthy discussion of one item will not prevent some other items from being considered. Develop the agenda on general terms.
- Divide the advisory committee into subcommittees. Reluctant persons will participate more readily in smaller groups. The subcommittees should meet as groups at times other than the advisory meeting. Subcommittee reports should be presented to the entire group.
- Let each member of the committee know that they are needed. Each member must feel a definite responsibility toward improving the program which they have been selected to improve. Record the actions of the committee. All committee actions must be considered. If the recommendations prove to be desirable, they should be implemented. If they are not, the committee should be informed that the recommendations cannot be used and given reasons for not accepting the recommendations.
- Invite the members to collectively and individually visit the school or the programs served through the VRE. Let the advisory committee observe actual conditions that exist in the programs. Discuss existing problems that may be of interest to the members so that they may render assistance. Let them know exactly what is going on. Level with them!

K. What Are Some Ways To Evaluate The Success of An Advisory Committee Designed To Support The VRE?

The major reason for establishing an advisory committee is to support the development of services to handicapped students through the VRE model. Evaluate the advisory committee in terms of:

- added support for handicapped students in vocational programs;
- increased numbers of students enrolled in programs;
- improved placement sites for handicapped students;
- improved job retention of handicapped students.

Resources for Goal 1 contain a checklist developed by Navarro (1981) providing a structure to evaluate the effectiveness of advisory committees.

Resources For Goal 1

1. Article: "Parental Involvement in Special Education: Rights and Responsibilities"
2. Advisory Committee Evaluation Form

Parental Involvement in Special Education: Rights and Responsibilities

ALAN M. HOFMEISTER, Ph.D, and MICHAEL E. GALLERY, Ph.D.

Introduction

The ideal relationship between parents and school personnel is one characterized by partnership. While, in most cases, both parties have worked toward this ideal, they have, on numerous occasion, fallen short. Efforts toward achieving a true partnership have been given a boost by recently enacted federal legislation. Schools are now required to provide parents with the opportunity to become actively involved in the educational program of their child who is handicapped. While schools must provide the opportunity for parental involvement, the full benefit of this legislation will not be realized unless parents are able to take full advantage of the offer. For this to be possible, parents will need an understanding of some of the key planning issues that they and the schools will address as well as parental rights and the schools' responsibilities regarding such rights.

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This article discusses briefly seven major concerns: School placement, goal planning, annual review, home involvement, supportive services, extracurricular activities, and postsecondary education. In discussing these issues, particular focus will be placed on rights and opportunities for involvement available to parents of children who are handicapped.

School Placement

In the past, many children with handicaps, particularly severe handicaps, were turned away from public schools. Today, however, the picture has changed; public schools are legally bound to provide a free appropriate education to all handicapped children between ages 3 and 25 (the upper and lower limits of this age range vary by conflicting state laws).

Schools must not only provide an education for all children, regardless of handicap, but must also provide the least restrictive placement; that is, the placement must be as normal as possible-the most preferable being in the regular classroom. This concept of "least restrictive placement" has implications for the design of school buildings as well. School buildings must now include architectural features to accomodate students with physical handicaps.

Children with handicaps and their parents have been accorded certain rights with regard to school placement, including:

1) The right to free educational and psychological evaluations;
2) The right to examine all school records to be used in making placement decisions;
3) The right to request the removal of any information in the child's school records which the parents deem inaccurate or irrelevant;
4) The right to appeal any placement decision contrary to the wishes of the parents.

Thus, the parents have the right to take an active role in the child's school placement. It is suggested that when the child is of age (3 years in many states), the parents register the child for school. At that time, they should provide the school with any information they have related to the child's handicap. Handicapped children should begin formal schooling at least at the same time nonhandicapped children do.

Parents should evaluate carefully any excuse given by a school for nonacceptance of their child. Unacceptable excuses offered in the past include:

1) Your child is not toilet trained.
2) We have no funds for special programs.
3) We are unable to accommodate the handicapped.
4) Handicapped children must be 7 years old before they may enter school.
5) We don't accept children with severe behavior problems.

If the school, for any reason, fails to accept the child, the parent may appeal. While awaiting a "due process hearing," the child must be admitted to school. If the child is already in school but, in the eyes of the parents, inappropriately placed, the parents may also appeal the decision that led to that placement.

Distributed by The National Easter Seal Society for Crippled Children and Adults, 2023 W. Ogden Ave., Chicago, IL 60612. July, 1978.

Goal Planning

The Education for All Handicapped Children Act of 1975 (P.L. 94-142) mandates that schools develop an individualized education program (IEP) for each handicapped child served. This plan must contain: 1) a statement of the child's present level of functioning, 2) annual goals and short-term objectives to meet the goals, 3) educational and related services to be provided and a statement regarding the extent to which the child will participate in the regular education program, 4) projected dates for initiation and duration of educational and related services, and 5) procedures for evaluating progress made toward goals.

The responsibility for developing the IEP does not rest solely with the school personnel. Legislation mandates that parents be given the opportunity to become working members of the IEP team. Parents have a right not only to be present at the IEP meeting but also to have access to the same information as other involved in the decision making. If the parents feel that it is warranted, they can also request that other resource persons, such as the child's physician, be present.

The notion that parents are working members of the team is an important one. The parents should offer any information that might be helpful in planning their child's program. Further, the parents should ask school personnel to explain: 1) how any goals proposed for the child by the school relate to information drawn from any testing and evaluation undertaken, 2) how the child's placement will facilitate achievement of the proposed goals, and 3) how progress toward the proposed goals will be evaluated. If, during such explanations, school personnel use terms unfamiliar to the parents, the parents should not hesitate to ask for clarification.

It is important that the parents not feel pressured to approve the IEP. If they are unsure, they have the right to request time to consider the plan more fully and, if necessary, to seek outside counsel. In any event, should the team adopt an IEP that is unacceptable to the parents, the parents have the right to initiate a due process hearing.

Annual Review

The IEP must be reviewed at least annually. As with the development of the IEP, the parents must be invited to participate in the review process. It should be stressed that the scheduling of the review process on an annual basis is a minimum requirement; hopefully, school personnel will communicate with parents regarding their child's progress much more frequently.

During the review, the parents should ascertain if the IEP was implemented as planned, and particularly, if the appropriate educational and supportive services were provided. If some goals were not met, the parents should find out what steps were taken to attempt to correct the situation. Failure to achieve goals is not necessarily an indication of incompetence, particularly if school personnel can demonstrate that problems were recognized early and prudent steps were taken to avoid failure.

Once the status of previous goals has been established, new goals should be developed. Here again, parents play vital roles. Of particular concern at this point, is whether alteration (either additions or deletions) of special educational and related services is warranted.

As always, if the parents are dissatisfied with the outcome of the review, they may request a due process hearing. However, the more parents are kept informed and the more parents keep themselves informed of their child's progress, the less likely will be the need for such a hearing. Program modifications can and should be made on an ongoing basis and as the result of team effort. Waiting for an annual review before changing a program goal can be defeating to a child's progress.

Home Involvement

Because education is often thought of as a process that occurs in schools, it is easy to overlook the importance of parents as teachers. However, the critical role that parents play in shaping their child's life values and their perceptions of self and others is becoming increasingly recognized. Considerable research is demonstrating that parents can be effective instructors of both academic and self-care skills. Home involvement can be provided in two ways: Through the systematic support of homework or through direct instruction.

A well-planned homework assignment should involve not the teaching of new skills, but rather the practice of skills already introduced. If assigned homework is clearly beyond a child's capacity, the teacher should be contacted immediately. Since no instructor wants to place pupils in failure situations, any teacher will likely appreciate being informed when homework assignments are too difficult. Parents who enthusiastically and conscientiously supervise homework provide important incentives. Children are much more likely to complete homework when they know their efforts will be rewarded by persons who are important to them.

Parents can undertake specific teaching assignments with appropriate training and materials (see Information Resources at the end of this article). Tutorng programs in self-care and academic skills have been successfully conducted by parents of children who are handicapped. Parents who are willing to learn tutoring skills and become involved in direct instruction will not only become important instructional resources for their child but will also have a better understanding of educational problems and procedures. This understanding will foster improved parental participation in future educational planning.

Supportive Services

It is important to remember that a child is placed in special education not because of the presence of some physical or mental impairment, but because of the need for a specialized instructional program and possible related services. Related services, as defined in P.L. 94-142, include "... transportation and such developmental, corrective and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, medical and counseling services, except that such medical services shall be for diagnostic and evluation purposes only) as may be required to assist a handicapped child to benefit from special education, and include the early identification and assessment of handicapping conditions in children."

For financial and organizational reasons, some schools may be reluctant to supply needed related services as defined above. Parents are therefore obligated to be aware of the child's rights to such services. The best time for parents to express their concern for related services is when the child is to be evaluated for possible placement in special education. Such concern can, however, be expressed at any time.

Extracurricular Activities

Parents should team with school personnel to ensure that their child has the opportunity to participate in extracurricular activities. Participation in school-sponsored sporting events, field trips, dances, and other recreational activities should not be denied because of a handicap. School staff are often at a loss to know how to involve persons with handicaps in such activities. Parents should be prepared to make practical suggestions as to how such involvement may be achieved. It is important that the parents communicate the child's feelings to ensure that the personal satisfaction derived from participation in recreational events is achieved.

Postsecondary Education

Parents of children who are handicapped should be aware that persons with disabilities now have many of their rights protected at the postsecondary level through legislation such as that provided in Section 504 of the Rehabilitation Act of 1973. Colleges and other postsecondary institutions are required to open programs to students through the removal of architectural barriers or such procedures as the relocation of classes to accessible sites. Tests, including admission tests, must not discriminate against those who have handicaps. Students with impaired sensory, manual communication, or speaking skills must be provided access to auxiliary aids. Physical education must be provided in a nondiscriminatory manner, and students who are handicapped cannot be unnecessarily segregated in physical education classes.

Parents who plan ahead and visit a proposed campus with their son or daughter up to six months prior to the start of the academic year can ease entry by the student into postsecondary programs. During the campus visit a review of classrooms and living spaces may bring to light potential problems. Most institutions, given enough lead time, will do their best to meet the needs of students with disabilities. If, after negotiation and discussion with university personnel, parents feel that discrimination on the basis of physical or mental handicap exists in any program funded by the Department of Health, Education, and Welfare, a complaint may be filed with the Office of Civil Rights (see address in the Information Resources at the end of this article).

In many cases, parents can reduce the possibility of service delays and confrontation with education agencies if they plan ahead with their son or daughter, document their concerns in writing, suggest solutions, and work as team members with school and college personnel to represent the wishes and needs of the person who is handicapped.

Keeping Track: The Key To Effectiveness

Parents have fought for and won the opportunity to play a critical role in planning their child's educational program. It has been suggested that this role is enhanced when parents:

1) **Are confident about their own abilities.** They know their child better than anyone else.

2) **Keep detailed records.** Accurate recording of all important communications and events and safe keeping of the records are paramount

3) **Join a parent organization.** By talking with people who "have been through it already," parents can gain a perspective on their problems, find moral support, and keep themselves informed.

4) **Stay in close touch with the child's teacher.** Knowing what is being done in the classroom can facilitate follow-through at home.

5) **Listen to the child.** Only he or she can give the personal point of view. Problems can be solved when people work on them together!

Advisory Committee Evaluation Form
(Sample)

1. How many times did you meet this past year? __________ (Indicate #)

2. How many times do you plan to meet this next year? __________ (Indicate #)

3. What percent of your committee attended **all** your meetings this past year?
   - _______ About 50 percent
   - _______ About 60 percent
   - _______ About 70 percent
   - _______ About 80 percent
   - _______ About 90 percent
   - _______ 100 percent

4. How many members have served on your committee for:
   - _______ just appointed
   - _______ one year
   - _______ two years
   - _______ more than two years

5. Membership appointments are staggered so that continuity is maintained. ___ Yes ___ No

6. Committee members are fully informed in writing as to the purpose, function, and responsibility of the advisory committee. ___ Yes ___ No

7. A written agenda is distributed to each advisory committee member prior to meetings. ___ Yes ___ No

8. Minutes of advisory committee meetings are distributed to local school administrators and each committee member. ___ Yes ___ No

9. The advisory committee is given public recognition by the local program. ___ Yes ___ No

10. Recommendations made by local advisory committee are given consideration by local program personnel. ___ Yes ___ No

11. The majority of prior meetings have been held in school or classroom. ___ Yes ___ No

12. The majority of prior meetings have been held at same time (night, noon or morning). ___ Yes ___ No

Additional Resources

Resource:	**Communicating with Parents of Exceptional Children** by Roger Kroth (book)
Source:	Love Publishing Company 6635 E. Villanova Place Denver, CO 80222
Resource:	**The Disabled and Their Parents: A Counseling Challenge** by Leo Buscaglia (book; 393 pages)
Source:	Charles B. Slack, Inc. Thorofare, NJ 08086

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Noland, G.L. **Help Yourself to Successful Employment.** State Fair Community College: Sedalia, MO, 1979

Vasa, S. and Steckelberg, A. Parent's Roles in the Education of Special Vocational Needs Youth. In G. Meers (Ed.), **Handbook of Special Vocational Needs Education.** Rockville, Maryland: Aspen Publications, 1980

Goal 2: Facilitate The Mainstreaming Process

Overview

The major role for the Vocational Resource Educator is to facilitate the mainstreaming process of handicapped students in vocational programs. The primary responsibilities for the VRE include:

- Assisting in appropriate educational placement; providing appropriate vocational opportunities with reasonable vocational objectives;
- Providing resource assistance to vocational instructors to include resource materials, equipment modifications, curriculum modifications, and to act as a liaison with sending schools;
- Assisting in the placement process of students into gainful employment after training.

For the secondary VRE, primary responsibilities include:

- Participating in the development of the IEP, specifically the vocational component;
- Implementing the IEP within the parameters of the vocational program;
- Assisting in the evaluation of the IEP process

For the postsecondary VRE, primary responsibilities include:

- Planning with the student the appropriate vocational program which may include identifying and coordinating services with state and federal agencies, such as Vocational Rehabilitation, Bureau for the Blind, CETA, Veterans, etc., (if appropriate);
- Implementing the vocational program individually designed for the student and with resources from appropriate agencies if applicable;
- Evaluate the effectiveness of the student's vocational plan and advise the agencies involved, if appropriate.

Goal 2: Facilitate The Mainstreaming Process

Questions

A. What is an IEP and why is an IEP necessary?

B. What is the secondary VRE's role in the development of the IEP?

C. What is the postsecondary VRE's role in the development of the vocational plan?

D. How does the IEP process work?

E. Who is on the IEP committee?

F. What kind of information is necessary to formulate an appropriate IEP?

G. What information is needed by the VRE for input into development of the vocational component of the IEP?

H. What kind of information can be gained from a vocational evaluation that can be used in the development of an IEP?

I. What is the VRE's role in implementing the IEP?

J. How does a VRE ensure IEP implementation?

K. What information does the VRE need for the IEP review?

L. What questions should the VRE be prepared to answer at the IEP review?

M. What is the outcome of the IEP review?

A. What Is An IEP And Why Is An IEP Necessary?

P.L. 94-142, the Education of all Handicapped Children Act, places responsibility for identifying and educating handicapped persons, ages 3-21, with all educators, not just special educators. This legislation specifies the development of an Individualized Educational Plan (IEP) for all handicapped persons. The IEP benefits both students and educators by providing a comprehensive plan for the delivery of educational services, instruction, and responsibilities. The IEP is a plan that provides structure to the educational program, maximizing the potential for success of the handicapped student.

B. What Is The Secondary VRE's Role In The Development Of The IEP?

The VRE's role involves being a liaison between vocational and special education, an advocate for the student, a source of referral information and contacts, and a source of information about vocational training and placement options. The VRE's involvement in the development of the IEP should include the following:

- being a participating member of the IEP team;
- being a contributor to the development of the vocational component of the IEP;
- being a monitor and evaluator of the vocational component of the IEP;
- being involved in vocational educational planning and placement.

The VRE is not responsible to initiate the IEP process but should participate once the Special Educational Administration has initiated it. The development and implementation of the vocational component is the responsibility of the VRE in the IEP process. The checklist in the Resources for Goal 2 outlines activities VREs may wish to initiate during the IEP process.

C. What Is The Postsecondary VRE's Role In The Development Of The Vocational Plan?

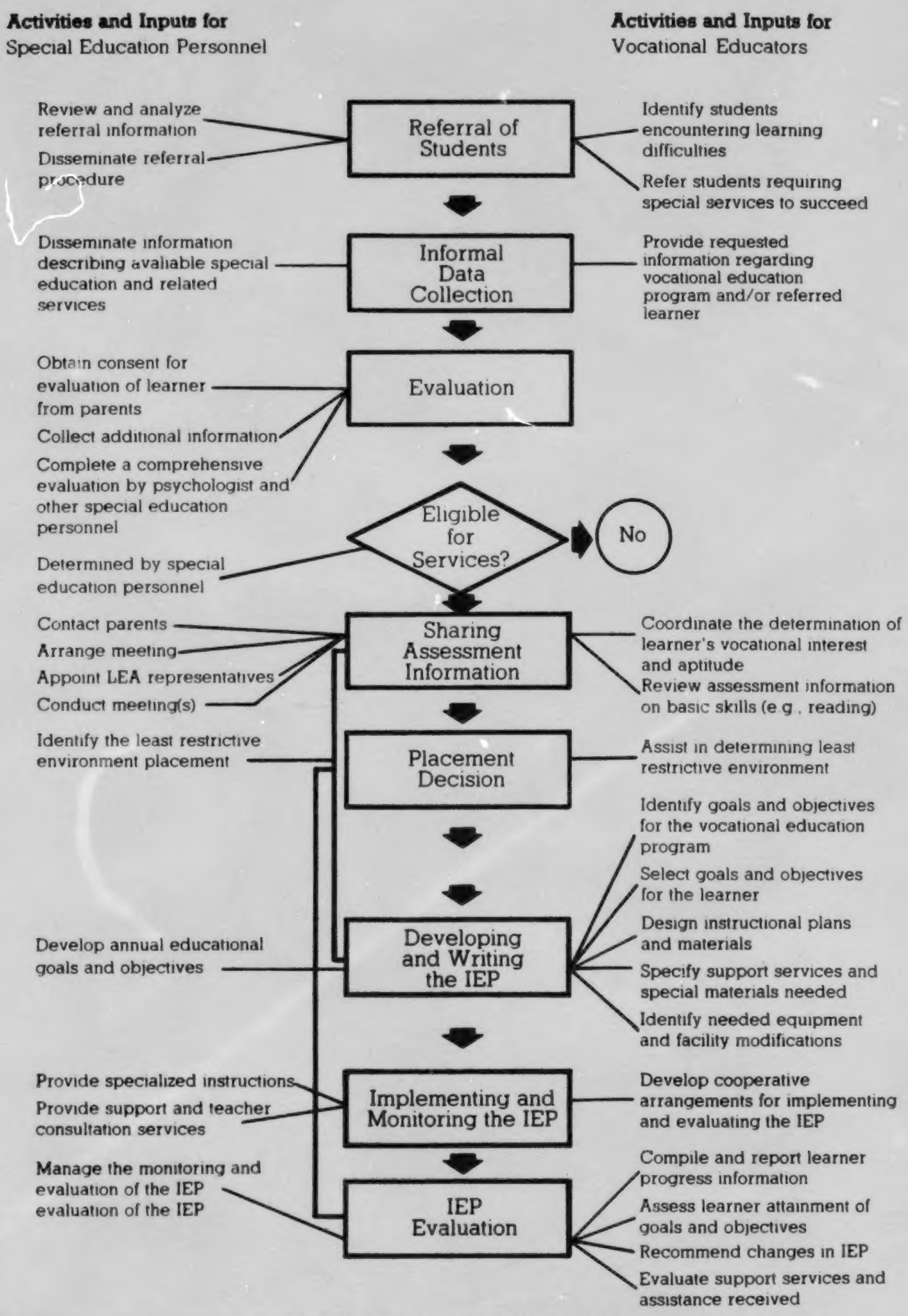
Both secondary and postsecondary VREs must be familiar with the federal and state laws, regulations, and requirements. Both groups of VREs serve as student advocates and brokers of services, as well as providing resource assistance to content area instructors. Both groups of VREs monitor the individualized process.

The postsecondary VRE should be the coordinator in developing an appropriate career/vocational plan with each student. If the student is a client of Vocational Rehabilitation Services, an Individual Written Rehabilitation Plan (IWRP) is available to provide information on career/vocational goals and services. In the event that the IWRP is not available to the VRE, the VRE should contact the Vocational Rehabilitation office. (A list of Vocational Rehabilitation Offices and the IWRP is in the Resources for Goal 2.)

An effort should be made to determine if a student is a recipient of services from other agencies pertaining to their vocational training. The VRE and student cooperatively plan a program based on the data provided. The VRE should contact the agency to determine if the career/vocational plan being implemented is commensurate with that agency's efforts on behalf of the student. As a result of the contact, an opportunity is provided the VRE to determine other services the agency may have available to assist the student in their pursuit of vocational training.

D. How Does The IEP Process Work?

The IEP process, shown below, is clearly established and consists of nine steps requiring input from special and vocational educators.


Activities and Inputs for
Special Education Personnel
Activities and Inputs for
Vocational Educators
Review and analyze referral information
Disseminate referral procedure
Referral of Students
Identify students encountering learning difficulties
Refer students requiring special services to succeed
Disseminate information describing available special education and related services
Informal Data Collection
Provide requested information regarding vocational education program and/or referred learner
Obtain consent for evaluation of learner from parents
Collect additional information
Complete a comprehensive evaluation by psychologist and other special education personnel
Evaluation
Determined by special education personnel
Eligible for Services?
No
Contact parents
Arrange meeting
Appoint LEA representatives
Conduct meeting(s)
Sharing Assessment Information
Coordinate the determination of learner's vocational interest and aptitude
Review assessment information on basic skills (e.g., reading)
Identify the least restrictive environment placement
Placement Decision
Assist in determining least restrictive environment
Develop annual educational goals and objectives
Developing and Writing the IEP
Identify goals and objectives for the vocational education program
Select goals and objectives for the learner
Design instructional plans and materials
Specify support services and special materials needed
Identify needed equipment and facility modifications
Provide specialized instructions
Provide support and teacher consultation services
Implementing and Monitoring the IEP
Develop cooperative arrangements for implementing and evaluating the IEP
Manage the monitoring and evaluation of the IEP evaluation of the IEP
IEP Evaluation
Compile and report learner progress information
Assess learner attainment of goals and objectives
Recommend changes in IEP
Evaluate support services and assistance received

Adapted from: **Procedures for Identification, Evaluation and Placement of Exceptional Children.** Frankfort: Bureau of Education for Exceptional Children, Kentucky Department of Education, n.d. (Albright, 1978)

E. Who Is On The IEP Committee?

Public Law 94-142 requires a multi-disciplinary team comprised of:

1. A representative of the student's local education agency (LEA);
2. Teacher(s);
3. Parent(s) or guardian(s);
4. Handicapped individual, as appropriate;
5. Additional IEP team members, where appropriate, might be:

   Physician,

   Therapist,

   Social Worker,

   Psychologist,

   Counselor,

   Evaluator,

   Employer,

   Administrator(s),

   Vocational Resource Educator,

   Educational Resource Teacher,

   Vocational Evaluator.

F. What Kind Of Information Is Necessary To Formulate An Appropriate IEP?

Each member of the staffing committee brings specific information and knowledge about the student to the meeting.

Member	Type Of Information
Special Educator	Knowledge of student behavior, i.e., strengths and weaknesses, academic, social, emotional behavior. Knowledge of services.
Vocational Resource Educator or Vocational Educator	Knowledge of vocational competencies; entry level skills per area; environment; equipment; curriculum modifications; potential employment/placement opportunities; career ladder opportunities.
Counselor/Educator	Knowledge of students aptitudes, interests, strengths and weaknesses--psychological as well as social.
Parents	Personal goals and aspirations relative to the student--knowledge of home related behaviors, patterns, etc.
Student	Personal goals; likes and dislikes; self awareness; levels of responsibility; motivation.
Vocational Evaluator	Knowledge of student's strengths and weaknesses relative to vocational training; interests relative to careers; motivation.

G. What Information Is Needed By The VRE For Input Into Development Of The Vocational Component Of The IEP?

The VRE should request the following information:

1. Vocational Interests, aptitudes and experiences;
2. Academic strengths and weaknesses;
3. Comments about the student's persistence, attitude, and behavior;
4. Descriptions of the student's preferred learning style, speed of learning, and accuracy;
5. Physical capacities (endurance, strength, coordination) and limitations;
6. Identify resources, constraints, and environmental conditions that could affect training and needed modification or support services to compensate;
7. Potential training and placement options;
8. Specific strategies and/or resources necessary to ensure student success.

Information should be interpreted in the context of other information:

1. The student's feelings about entering a specific program;
2. Jobs within a vocational area for which the student could train;
3. Short term objectives the student could achieve;
4. If a formal vocational assessment has been completed, ask the evaluator for any clarification needed.

H. What Kind Of Information Can Be Gained From A Vocational Evaluation That Can Be Used In The Development Of An IEP?

Vocational/work related information such as interests, aptitudes, work attitudes, skills, and behaviors of a student is the goal of vocational evaluation. The information is compiled by a vocational evaluator through various techniques: interviewing, standardized testing, work and job samples, and situational assessment. This information can assist the VRE in recommending modifications that may be necessary (instructional and equipment) and placement into vocational programs related to the development and implementation of the IEP.

In the event that vocational evaluation information has not been compiled, it would be appropriate for the VRE to request information available about a student's interests, aptitudes, and skills prior to an IEP staffing. This would assist the VRE in making recommendations to the IEP committee on the vocational component. The checklist contained in the Resources for Goal 2 may help in deciding additional information needed.

I. What Is The VRE's Role In Implementing The IEP?

The content of the IEP determines many of the implementation activities a VRE tackles. Vocational Educators may need assistance in developing instructional plans to modify vocational coursework in order to carry out the stated goals and objectives of the IEP. The VRE can assist or identify available resources. If support services have been indicated in the IEP, the VRE contacts and coordinates or develops those services, i.e., audio-visual, large print, adaptive equipment, low reading level materials.

If some type of academic or special education instruction is to be coordinated with vocational instruction, the VRE acts as the liaison, maintaining ongoing contact between the instructional activities occuring in the classrooms. Overall, the VRE serves as a vital link, working with special education and vocational personnel in the implementation of the IEP. Implementing the IEP is a cooperative effort.

J. How Does A VRE Ensure IEP Implementation?

To ensure that the IEP is being implemented, the VRE develops a monitoring process for the vocational component. VREs should regularly check with all personnel involved in the implementation of the vocational component. Problems may occur concerning students' attendance or behavior, curriculum modification, or collection of evaluation data. Questions may arise concerning the appropriateness of the goals and objectives or the placement. If minor problems occur, the VRE works with personnel to identify adjustments or resources that may alleviate the problem. If a serious problem or question arises, the VRE may request an IEP review meeting from the Special Education Administration. A major change can be made in an IEP, if the IEP committee determines this to be appropriate.

K. What Information Does The VRE Need For The IEP Review?

In the IEP, a review date and guidelines are established. As mandated by 94-142, all IEPs must be reviewed on an annual basis, usually at the end of the school year. To facilitate the review of the IEP, the VRE may assist personnel in developing procedures for collecting necessary data. Setting up procedures and forms to collect information on behavior, attendance, attitude, classroom performance, and achievement can help instructors evaluate the effectiveness of their instruction, and can provide accurate, organized data for the IEP review. If instructors have necessary data well organized, the VRE's periodic checks of the IEP implementation will flow smoothly. The collected data will also be readily available for the IEP review meeting.

L. What Questions Should The VRE Be Prepared To Answer At The IEP Review?

Questions that are likely to be asked by all members at the IEP review are:

- What is the general progress of the handicapped student?
- What are the staff concerns regarding the student's progress?
- Have the short term instructional objectives of the IEP been achieved according to objective criteria stated in the IEP?
- What are the changes that appear necessary in the student's individualized education program to make it more suitable to his or her future needs?
- Is the student ready to be placed in a less restrictive environment?
- Would another vocational education placement be more appropriate for the student?

RESURGE '79 suggests that if any of the problems listed below arise prior to the annual review, a request for restaffing should be considered:

- Student's special services need to be modified;
- Student's occupational goals change and a different placement is indicated;
- Student and parents are not satisfied with the placement;
- Student's performance data indicates inability to succeed in current placement;
- Student is ready to move to a less restrictive environment;
- A more appropriate placement is available.

M. What Is The Outcome Of The IEP Review?

Student, parents and staff should be aware of the progress the student has made, including new strengths, abilities and skills the student has acquired, and new areas of weaknesses. A new IEP should be developed by the IEP committee, with goals and objectives that reflect the student's next level of expected achievement, and the accompanying placement decision.

Resources For Goal 2

1. IEP Checklist
2. A Checklist of Vocational Evaluation Information
3. Vocational Rehabilitation Directory
4. IWRP - Individualized Written Rehabilitation Program

IEP Checklist

Referral And Compilation Of Information For Staffing

____ Have you obtained copies of the IEP referral forms and procedures?

____ Have you attended informational meetings to become familiar with your district's referral procedures and special education resources?

____ Have you attended inservice training sessions on procedures and techniques for identifying special needs learners?

____ Are you familiar with the individual(s) in your district responsible for collecting informal data on handicapped students?

____ What types of information or data can you compile on the student?

- Standardized test scores
- Work evaluation results
- Attendance record
- Progress evaluation reports
- Results from diagnostic testing done on students
- Behavioral observation data

____ Have all pertinent data on the student been collected and forwarded to the person responsible?

____ If additional information about vocational programs/classes is desired, can you make available any or all of the following?

- Course description
- Course outline
- Instructional goals and objectives
- Admission requirements
- Desirable vocational aptitudes and interests
- Instructional materials used by students

____ Have you reviewed the student's cumulative folders for the following types of information?

- Reading and math achievement scores
- Previous vocational or prevocational classes taken
- Work or vocational evaluation results
- Vocational interest inventory results
- Other pertinent information

____ Have you met with the student's teachers (present or former) to discuss his/her progress?

____ Have you met with other resource personnel who can provide additional vocational information about the student?

- Parent(s) or guardian(s)
- Guidance counselors
- School psychologist
- School nurse
- Principals
- Referring teachers
- School social workers
- Other specialists

____ Have you identified organizations or agencies in the community (e.g., sheltered workshops, community colleges) where vocational testing and evaluations could be conducted?

____ Do you have sufficient information to describe the student's learning style?

IEP Staffing

____ Have you considered and discussed the appropriateness of the specific vocational program for this student?

____ To what extent have all vocational education and training alternatives been examined by the team?

____ If the student is to be placed in a regular vocational class, what curriculum modifications may be needed?

____ To what extent may class size, equipment availability, and other factors limit the amount of individualized attention this student receives?

____ Are the parents supportive of the proposed vocational education class?

____ If a student has already been placed in a regular vocational class, have you examined existing data on the student to determine present levels of functioning?

____ For a previously identified special needs student, have you reviewed his/her IEP and discussed his/her progress with the special education staff and parent(s)?

____ Are the goals and performance objectives for the regular vocational program available for review by the parent(s), special education staff, and others?

____ Have the program goals and objectives been reviewed by the parent(s), special education personnel, and other support staff?

____ To what extent have special educators and the parent(s) been involved in selecting or identifying appropriate vocational education goals and objectives for the student?

____ Do the selected goals and objectives match the student's interests and capabilities?

____ Are the goals and objectives written in measurable terminology with clearly stated criteria for successful performance?

____ Have special education and other resource teachers and consultants been involved in outlining the instructional plans and learning experiences for the handicapped student?

____ Are the necessary support services available to insure that this student will receive maximum benefit from the vocational education program? Some of the following services may be appropriate.

- Special or vocational counseling
- Readers/interpreters
- Remedial instruction
- Instructional aids/tutors
- Educational testing and diagnosis
- Special transportation
- Special equipment
- Modification of equipment
- Social work and family counseling

IEP Implementation

____ To what extent are all members of the instructional team aware of the IEP plans for each class in which the student is enrolled?

____ Is there a systematic plan to coordinate and integrate various instructional activities (e.g., team teaching math and measurement skills as needed in the vocational class)?

____ Have all needed modifications (e.g., lab equipment, instructional materals, facilities) been completed for this student?

____ Do you have a directory of resource people to contact for specialized assistance in working with handicapped students? Such a directory might list:

- Vocational rehabilitation specialists/counselors
- Special education consultants (e.g., speech therapists, resource room teachers, mobility consultants)
- Work adjustment counselor
- Work-study or co-op coordinators
- Mental health agency
- State agencies for the blind and deaf
- U.S. Employment Service
- Community agencies (e.g., Opportunities Industrialization Centers, Goodwill Industries)
- Business, industry, and labor groups
- Civic and special interest organizations (e.g., service clubs)
- Parent organizations (e.g., local chapters of National Association of Retarded Citizens, Association for Children with Learning Disabilities)

____ Do you fully understand the role that the vocational education program plays in this student's IEP?

____ Is there additional information you need to gather about the student during the early phases of implementing the IEP?

____ Have you established dates or a schedule for meeting with other teachers involved in the IEP to review the student's progress?

____ Have you discussed with the special education staff the specific types of evaluation data you should be collecting on this student (e.g., behavioral information, attendance, attitude development, classroom achievement)?

____ Are there standard forms used to compile this or other evaluative information?

____ What resources are available to assist in testing the handicapped student (e.g., resource consultants that can read or tape record written material for the student?

IEP Evaluation

____ To what extent has this student attained the objectives and goals stated in the vocational education section of his/her IEP?

____ Have precautions been taken to insure that the student was appropriately tested (e.g., reading level of tests were at or below his/her reading level)?

____ Overall, what is the student's level of employability?

____ Has a profile been prepared illustrating the student's strengths and weaknesses in various areas? Areas included in the profile might encompass:

- Job skills
- Job readiness
- Work habits
- Social skills
- Dexterity and strength
- Communication (reading, writing, speaking)
- Quantitative and math skills
- Occupational interests

____ Have meetings been held or planned for the IEP team to compile evaluative information into a composite report?

____ To what extent were the support services the student received adequate and effective?

____ What changes need to be made in the student's IEP (objectives, support services, placement)?

____ What plan(s) have been developed to follow up special needs students leaving the vocational education program to learn more about their transition from school to work?

A Checklist Of Vocational Evaluation Information

Cognitive Skills	- basic reading and math concept formation cognitive style problem-solving abilities
Manual Skills	- manual dexterity eye-hand coordination fine motor skills mobility
Interpersonal Skills	- work attitudes ability to cooperate, work with others self-confidence, self-concept relating to others, communicating
Perceptual Skills	- spatial discrimination size discrimination
Work Aptitudes	- remembers instructions, procedures capable of planning, organizing improves with practice
Work Behaviors	- motivation concentration persistence
Interests	- personal goals and interests hobbies, leisure time activities academic - favorite and least favorite subjects
Previous Experiences	- work, volunteer in school work related information, exposure, skill, knowledge
Job Exploration Results	- preferences aptitudes strengths weaknesses
Social Adjustment	- home/family relationship with peers, teachers

Taken from: **Closer Look: A Project of the Parents' Campaign for Handicapped Children and Youth**

Vocational Rehabilitation Directory
District Offices

Cape Girardeau

Vocational Rehabilitation
1225 North Kingshighway, 63701
Jim Springs, District Supervisor
(314) 334-7701

Chillicothe

Vocational Rehabilitation
528 Park Lane, 64601
Jerry Fowler, District Supervisor
(816) 646-1542

Farmington

Vocational Rehabilitation
P.O. Box 230, 63640
Dan Alcorn, District Supervisor
(314) 756-5758

Fulton

Vocational Rehabilitation
Fulton State Hospital
Hadley Building, 65251
Dwayne Huffine, District Supervisor
(314) 642-3311

Hannibal

Vocational Rehabilitation
205 South 5th, 63401
Earl Wilson, District Supervisor
(314) 221-3362

Independence

Vocational Rehabilitation
10901 Winner Road, 64052
Larry Vilmer, District Supervisor
(816) 254-2750

Jefferson City

Vocational Rehabilitation
3684 North Ten Mile Drive, 65101
Robert Pringle, District Supervisor
(314) 751-2343

Joplin

Vocational Rehabilitation
1609 East 20th, 64801
Joe Mathis, District Supervisor
(417) 781-3921

Kansas City

Vocational Rehabilitation (Downtown)
State Office Building, Room G 11
615 East 13th Street, 64106
Fred Taylor, District Supervisor
(816) 274-6581

Vocational Rehabilitation (Northtown)
Suite 108, 2700 Rockcreek Parkway, 64111
John Brown, District Supervisor
(816) 842-6422

Vocational Rehabilitation (Southside)
Room 504
1734 East 63rd Street, 64110
Don Livasy, District Supervisor
(816) 363-5818

Nevada

Vocational Rehabilitation
Drawer F, 64772
Harold Northcutt, District Supervisor
(417) 667-5081

Olivette

Vocational Rehabilitation
Olive Boulevard, 63132
John Normile, District Supervisor
(314) 991-4330

Poplar Bluff

Vocational Rehabilitation
2717 Westwood Boulevard, 63901
Bob Winchester, District Supervisor
(314) 686-1194

Rolla

Vocational Rehabilitation
1030B Kingshighway, 65401
Duane Roger, District Supervisor
(314) 364-8738

District Offices, Continued

St. Joseph

Vocational Rehabilitation (District)
1504B North 36th Street, 64506
Stan Frazier, District Supervisor
(816) 279-2556

Vocational Rehabilitation (Hospital)
St. Joseph State Hospital
3400 Frederick, 64502
Ron Lawhorne, District Supervisor
(816) 232-8455

Sedalia

Vocational Rehabilitation
Room 1, Professional Building
515 South Kentucky, 65301
Ted D. Cox, District Supervisor
(816) 827-1666

St. Louis

Vocational Rehabilitation (Northside)
1408 North Kingshighway, 63113
Elmore Nelson, District Supervisor
(314) 367-9288

Vocational Rehabilitation (Southtown)
7355 Manchester, 63143
Richard Presberry, District Supervisor
(314) 644-3311

Vocational Rehabilitation (Hospital)
St. Louis State Hospital
5400 Arsenal, Mail Stop 606, 63139
Marty Haselhorst, District Supervisor
(314) 644-8900

Springfield

Vocational Rehabilitation
149 Park Central Square,
Room 526, 65802
Edward McElwee, District Supervisor
(417) 868-3397

Missouri Department of Elementary & Secondary Education
Division of Vocational Rehabilitation

Individualized Written Rehabilitation Program
Office ______________________________

Initial Program ______________
Amended Program # ______________
Supplemental Program # ______________
Date ______________
SS # ______________
PA # ______________
SSDI ______________
SSI ______________

Form 90-940-505
Revised 4/78

1. In accordance with Regulation 1361.37 of Public Law 93-112 as ammended, the above named individual:

   ☐ Meets the basic eligibility requirement for Vocational Rehabilitation services specified in Regulation 1361.33b.

   ☐ Does not meet the eligibility requirements for Vocational Rehabilitation services specified in Regulation 1361.33b.

   ☐ Meets the requirements specified in Regulation 1361.36a for a period of Extended Evaluation.

2. The basis for the decision checked in Item 1 is as follows:

3. Vocational Goals: (Indicate projected dates the goals might be achieved.)
   A. Vocational Goal:
   B. Intermediate Objectives:

4. Services to be provided by Vocational Rehabilitation (Indicate approximate beginning and ending dates for each service):

5. Client participation in cost of services and similar benefits:

6. Client responsibilities:

7. Views of the client regarding goal, objectives and services planned:

8. Schedule of Review and Evaluation of Progress:

9. Basis for closure: ☐ Rehabilitated ☐ Other

10. Post-employment services planned with client. ☐ Yes ☐ Not applicable

11. Annual review explained to client. ☐ Yes ☐ Not applicable

Supervisor Counselor

Note: A copy of this program is to be furnished to the client, parent or guardian.

I have participated in the development of my "Individualized Written Rehabilitation Program". I accept it and understand that it is subject to change or termination on the basis of changing circumstances and new information. I acknowledge receipt of information regarding my rights in the event of any dissatisfaction.

Client, Parent or Guardian

Additional Resources

Resource: **An Analysis of PL 94-142: The Education for All Handicapped Children Act of 1975** (booklet, 25 pp.)

Source: The National Association of State Directors of Special Education, Inc.
1201 16th Street, N.W. Suite 610E
Washington, D.C. 20036

Resource: **A Guide to Interpreting and Implementing Assessment Information for Vocational Special Needs Students,** Ellen Arkin-Brown and Carl T. Cameron

Source: Instructional Materials Lab
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211

Resource: **The Role of the Vocational Educator in the Staffing Process.** Produced by Carl T. Cameron, University of Florida.

Source: Missouri LINC
University of Missouri-Columbia

Resource: **Workshops Materials: Educational Rights of Handicapped Children** writted and edited by Reed Martin (book; 125 pp.)

Source: Public Law Division
Research Press Company
2612 N. Mattis Avenue
Champaign, IL 61820

Resource: **Resource Guide for Special Education**

Source: Section of Special Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65101

Resource: **Public Policy and the Education of Exceptional Children,** edited by Frederick J. Weintraub, Alan Abeson, Joseph Ballard, and Martin L. La Vor. (book)

Source: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Additional Resources, Continued

Resource: **Mainstreaming Guidebook for Vocational Educators Teaching the Handicapped,** Peter R. Dahl, Judith A. Appleby, and Dewey Lipe

Source: Olympus Publishing Company, 1978, Salt Lake City, UT

Resource: **Training the Handicapped for Productive Employment,** Robert A. Weisgerber, Peter A. Dahl, and Judith A. Appleby

Source: Aspen Publications, 1981, Rockville, MD

Resource: **Development of Individualized Educational Programs (IEPs) for the Handicapped in Vocational Education**

Source: National Center for Research in Vocational Education, 1979, Columbia, OH

Resource: **Individualized Education Programs (IEPs): A Handbook for Vocational Educators,** L.A. Phelps and L.S. Batchelor

Source: National Center for Research in Vocational Education, 1979, Columbus, OH

Resource: **Administrator's Resource Guide: Providing Services for the Handicapped,** M. Regan and K. McBride

Source: State Department of Missouri and Midwest Regional Resource Center, Madison, WI

References

Albright, L. et al. **A System for Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education.** University of Illinois, Bureau of Educational Research: Urbana, IL, 1978.

RESURGE '79. Manual for Identifying, Classifying and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1976 (PL 94-482), U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Occupational and Adult Education, Division of Vocational and Technical Education. September, 1979.

Goal 3: Assist In Appropriate Program Placement

Overview

The Vocational Resource Educator is involved in the initial planning for placement in vocational education of individual students. The VRE works with vocational educators as well as other school personnel when each handicapped student's individualized education plan is developed. Following placement in vocational education, the VRE works with staff members of the sending school as well as the vocational school to ensure the services provided for individual students compliment each other. The VRE serves as a liaison between the two when changes in a student's program are indicated.

The Vocational Resource Educator cannot ensure vocational success for handicapped students if the students are not placed in the most appropriate program. It is a complicated task to identify each individual's "appropriate" placement. What may be right for one handicapped student may be a disaster for another, even if the students have the same handicap. It is not the handicap that determines the appropriate placement, it is the individual's abilities, strengths, weaknesses, interests, and the environment into which they are placed. These factors cannot be assessed by the mere administering of an isolated or singular assessment. Consideration must encompass many factors to determine the placement. Unfortunately, no bell will go off to show the VRE when the best placement decision has been reached. It is not an exact science, but there are many tools available to assist educators in this important decision.

60

Goal 3: Assist In Appropriate Program Placement

Questions

A. How are placement decisions derived?

B. What procedure does a VRE use when recommending placement?

C. How does the concept of least restrictive environment affect placement decisions?

D. Following a placement decision, in what areas does the VRE provide support to vocational instructors?

E. In what areas does the VRE provide support to handicapped students?

F. What kind of data should be gathered when monitoring student progress?

G. How can the VRE assist instructors in the data collection process?

H. What are alternative methods of evaluating handicapped students?

I. What information is available to assist the VRE in providing instructors with alternatives to grading handicapped students?

J. Should students be involved in the monitoring process?

K. How does the role of the secondary VRE differ from that of the postsecondary VRE in terms of the placement process?

L. How does a VRE acquire information for nontraditional enrollments?

A. How Are Placement Decisions Derived?

Placement decisions develop directly from the IEP. Professionals and parents attending the IEP staffing provide options based on their comprehension of the student's strengths, weaknesses, and personal goals. The IEP affords professionals the opportunity to make the "best" decisions regarding the student's placement based on all available data.

Eligibility requirements for placement in regular vocational education programs should be reviewed to make certain they do not discriminate against handicapped students. If "entry level skill" requirements are available for vocational programs, they determine if a student is ready for vocational placement, thereby eliminating discrimination against handicapped students.

B. What Procedure Does A VRE Use When Recommending Placement?

Examine the requirements for entrance to vocational programs and consider the following questions:

- Are nonhandicapped students required to meet the same eligibility requirements as handicapped students?
  Yes ___ No ___ Comments: ______________________________

- Can entrance requirements be modified commensurate with vocational objectives of handicapped students?
  Yes ___ No ___ Comments: ______________________________

- What training can be provided to prepare handicapped students to meet entrance requirements?

- Is it possible to substitute another experience for a particular requirement?
  Yes ___ No ___ Comments: ______________________________

> It is important that all personnel (vocational education, special education, and supportive services providers) work together in developing and implementing policy concerning eligibility of handicapped students for regular vocational education. The persons who meet to plan the student's individualized education program must base their decision for placement on what is appropriate to meet the needs of that student. Eligibility requirements for regular vocational education should not automatically exclude on the basis of handicap any student who can be reasonably accommodated.
>
> (RESURGE '79)

C. How Does The Concept Of Least Restrictive Environment Affect Placement Decisions?

The Least Restrictive Environment is any educational placement, determined individually for each exceptional individual, that is as close as possible to the regular class setting. This concept recognizes that handicapped individuals have a wide range of educational needs for which a variety of placements are required. (RESURGE '79). Federal regulations require the following.

P.L. 94-142 (Education of All Handicapped Children) requires:

- That to the maximum extent appropriate, handicapped individuals are educated with individuals who are not handicapped.
- That special classes, separate schooling, or other removal of handicapped individuals from the regular educational environment occur only when the nature and severity of the handicap is such that education in regular education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

P.L. 94-482 (Vocational Education Amendments of 1976) requires:

- States to use vocational education funds to assist handicapped individuals so that they can participate in regular vocational education programs to the maximum extent possible.

P.L. 93-112, Section 504 (Rehabilitation Act of 1973) requires:

- That each handicapped individual shall not be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

D. Following A Placement Decision, In What Areas Does The VRE Provide Support To Vocational Instructors?

One of the VRE's primary responsibilities is providing support to the vocational instructors. In this capacity, the VRE assists in the process of:

- Curriculum Modification and Development–by identifying new resources and techniques;
- Environmental Modifications--by identifying ways of modifying equipment, material, and the classroom or laboratory;
- Classroom Management–through information about behavioral management and alternative instructional strategies;
- Developing Community Resources--through contacts and communication with other agencies;
- Providing information pertinent to student characteristics--through IEP information and vocational evaluation.

More specific information as to how the VRE can assist in the above areas is provided in Goals 4, 5, and 6.

E. In What Areas Does The VRE Provide Support To Handicapped Students?

The VRE supports student progress by providing a range of services and options, depending on the needs of a specific student. These may include any or all of the following:

- Coordinating services with special educators;
- Providing appropriate counseling or referral to counseling;
- Assisting the instructor in the profiling of students' strengths and weaknesses to help the instructor better identify the students' needs;
- Assisting in goal identification and attainment in a particular class;
- Coordinating specialized services for students;
- Developing services not currently available;
- Assisting the instructor and student in the development of interpersonal and academic/vocational coping skills.

F. What Kind Of Data Should Be Gathered When Monitoring Student Progress?

Gathering data to evaluate a student's progress in a program is necessary to determine if the placement decision has been appropriate and successful in meeting the needs of the student. (See Goal 2, question L for more detailed information.)

G. How Can The VRE Assist Instructors In The Data Collection Process?

There are several ways VREs can help instructors monitor students' progress. A monitoring document can be developed to help instructors maintain records without excessive paperwork. Checklists and contracts are effective methods of monitoring progress. (See Resources for Goal 3.)

1. Checklists contain the competencies a student should master, with a checklist to indicate the level of mastery a student has achieved.
2. Contracts are written agreements between the instructor and the student that can include the objectives, quantity of work, instructional activity, evaluative criteria, and grade to be received.
3. An IVP is an individualized vocational plan a vocational instructor develops to guide the student's program of work in the classroom. Information about a student's strengths and weaknesses, the instructor's resources, the course objective, any needed modifications, and evaluative criteria can be included.

All three monitoring documents can be used to:

- help the student know what is expected in a class;
- help the instructor organize an instructional program that fits a student's needs and monitor the student's progress as the course proceeds;
- help the IEP staff, other school personnel, and even parents and employers know what competencies, skills, and objectives a student has acquired; and,
- monitor all students in a vocational class.

Instructors can maintain files on each student using any of the above documents and through frequent updates (daily, weekly) monitor and document a student's progress.

H. What Are Alternative Methods Of Evaluating Handicapped Students?

The following is a list of suggested alternative evaluation procedures.

Types of Modification	**Procedures**
Verbal Tests	Administer test verbally by the instructor, paraprofessional, peer, or other to permit student to complete similar requirements.
Shortened Test	Reduce the number of test items on a scale to permit additional time or remove items which require more abstract reasoning or have high difficulty level.
Levels of Questions	Use different levels of questions for different students--similar to shortened test, but the items are written at a more concrete level.
Frequency of Tests	Utilize short written or verbal measures given on a frequent basis--daily or weekly--to assess student progress. This allows for more feedback on student progress.
Length of Time for Completion	Increase the amount of time a student has to complete the measure to allow for slower writing, reading, and comprehension. It is important with many students.
Types of Responses	Provide for short answer or simple marking of correct response by the student. Measures should be matched to students' response strengths.
Verbal Review of Material	Substitute verbal review of material for testing. Have student review the course or unit content with instructor, paraprofessional, peer, or resource teacher. This permits the student to present what they have learned and doesn't require that they be limited to test items.
Peer Tutoring	Include peer tutoring for teaching and testing purposes. Permits students to learn from their peers, who often present materials more clearly than the instructor. Does need to be monitored and the peer tutor should receive some basic training.

Types of Modification	Procedures
Development of Instructional Packet	Have student develop a packet of materials to show knowledge and understanding of content of the unit. This shows what they believe is important.
Checklists	Use developmental checklists to permit the observation of student learning in a sequential and organized way that shows student progress. Checklists are good in academic-content courses and vocational courses. They permit the instructor to limit the number of formal tests.
Class Interaction	Assess student participation in discussion which indicates student mastery of content.
Course Projects	Measure progress towards final course product.

I. What Information Is Available To Assist The VRE In Providing Instructors With Alternatives To Grading Handicapped Students?

Traditional grading methods, such as letter grades, compare a student's achievement with others and often determine that a certain number of students will fail when compared to higher functioning students. Traditional grades of A, B, and C, do not indicate what competencies a student has or has not acquired. Traditional grading does not seem to accurately describe what handicapped or nonhandicapped students have accomplished. Grading alternatives may be written into the student's IEP. (The VRE should consult with the vocational administrator and the instructor prior to recommending this.)

Competency-based grading accurately describes the skills a student has acquired based on how that skill is performed in the world of work. Checklists, contracts or IVPs are competency-based documents that can be used to determine grades and can be reflective of the student who completes 100% of the criteria, 80% of the criteria, and so on.

Checklists, contracts or IVPs can be turned into the school office and sent to parents or employers in lieu of a grade or along with a grade. Many instructors and schools are beginning to feel that this type of information provides better documentation of a student's achievement. (Again, both school and district level administration must be made aware of and sanction the alternative grading procedures.)

J. Should Students Be Involved In The Monitoring Process?

Just as secondary and postsecondary students should be involved in goal and placement decision making, they should also be involved in the monitoring and evaluating of their performance. Awareness of what they are expected to do in a course and feedback on how well they are doing can be powerful motivators for students. Involving students in monitoring their own performance can open a communication channel where students, instructors, and VREs can discuss problems, frustrations, and resolutions accompanying the instructional or evaluation activities.

K. How Does The Role Of The Secondary VRE Differ From That Of The Postsecondary VRE In Terms Of The Placement Process?

The roles are similar if the student is under 21 years of age or has not completed a high school program. The student is entitled to all rights and services as indicated by P.L. 94-142. However, interaction with emancipated adults (postsecondary handicapped students, in this case) changes that role somewhat. Handicapped students at the postsecondary level may choose not to identify themselves to the VRE and/or use the support services available

Handicapped students at the postsecondary level who do choose to utilize the VRE and support services are more likely to be concerned with Section 504 of the Rehabilitation Act of 1973 (P.L. 98-516), which mandates equal opportunity for qualified handicapped persons in education programs and activities of all recipients of federal financial assistance. Section 504 is a civil rights statute that prohibits discrimination on the basis of handicap, obligates colleges and universities to make certain adjustments and accommodations, and offers handicapped persons the opportunity to participate fully in all education programs and activities. A good resource for the postsecondary VRE is the **Guide to the Section 504 Self Evaluation for Colleges and Universities,** National Association of College and University Business Officers, Washington, D.C.

L. How Does A VRE Acquire Information For Nontraditional Enrollments?

Suggested recruitment strategies for encouraging students to enroll in nontraditional vocational education courses can be found in a variety of materials available through the Instructional Materials Laboratory (IML).

Of particular interest for secondary programs is a manual titled **Expanding Options: A Model to Attract Secondary Students into Nontraditional Vocational Programs.** This manual emphasizes Building Trades, Electronics, Health Services, Machine Shop and Welding. (It is free to Missouri Vocational Educators.)

For more information on the manual and other available materials, contact:

Instructional Materials Laboratory
University of Missouri-Columbia
10 Industrial Education
Columbia, MO 65211
(314)882-2883

Resources For Goal 3

1. Checklist
2. Contract
3. Individualized Vocational Plan

Sample Checklist

Student ______________________ Course ______________________

Dates ________ To ________

Objective & Tasks	Introduced	Partial Mastery	Mastery	Descriptive Assessments	Date
Will answer phone and accurately record customer orders on form	X			1. Can describe the steps involved	10/5
		X		2. Needs to improve initial greeting and price quotation responses	10/9
			X	3. Can perform total transaction effectively and efficiently	10/18-10/24
Will ring up sales on cash register, following steps in manual				1.	
		X		2. Is accurate in procedure but needs to increase speed	
				3.	
				1.	
				2.	
				3.	
				1.	
				2.	
				3.	
				1.	
				2.	
				3.	

Sample Contract Form

Course: ______________________________

Student: ______________________ Instructor: ______________________

Dates: From ____________ To ______________________

Goal(s): ______________________ Objectives: ______________________

____

____

____

Activities: ______________________ Evaluation: ______________________

____

____

____

I agree to complete the above goals and objectives satisfactorily.

Student ______________________ Date ______________________

I agree to help the student complete the above goals and objectives.

Instructor ______________________ Date ______________________

If the student completes the goals and objectives satisfactorily he/she will receive a grade of ______.

Contracts should tell instructor and student:

- What the student will do (objectives).
- How well the student will do it (evaluation).
- Time line (if appropriate).
- Signature of student and teacher.

Individualized Vocational Plan (IVP)
(Sample)

Class ______________________ Student ______________________

Instructor ______________ Dates From ______________ To __________

Goals and Objectives: ______________________

Student: Strengths (Utilize These)	Weaknesses (Help Improve These)	Course Objectives:	Evaluation Procedure:	Resources:	Change or Modification

Additional Resources

Resource: **Making It Work: Practical Ideas for Integrating Exceptional Children into Regular Classrooms,** edited by Barbara Aiello (book; 112 pp.)

Source: Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Resource: **Program Resource Manual: Division of Special Education,** M. A. Dick, C. N. Holland, K. M. Lang, B. A. Shields, and J. L. Weist

Source: Department of Elementary and Secondary Education (Draft), 1981, Jefferson City, MO

Resource: **Integrating Secondary Handicapped Students into Vocational and General Education Curriculums.** Monograph 3: Grading and graduation requirements for the handicapped secondary student.

Source: Midwest Regional Resource Center, Drake University, 1980, Des Moines, IA

Resource: **Administrator's Manual for State and Local Education Agencies,** J. J. Moore and V. S. Engleman

Source: Southwest Regional Resource Center and the Coordinating Office for Regional Resource Centers, 1977, Salt Lake City, UT

Resource: **A Directory of Consultants on Environments for Handicapped People,** National Center for a Barrier Free Environment

Source: Community Services Administration, Office of Policy, Planning and Evaluation, 1978, Washington, D.C.

References

RESURGE '79. Manual for Identifying, Classifying and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1976 (PL 94-482), U. S. Department of Health, Education, and Welfare, Office of Education, Bureau of Occupational and Adult Education, Division of Vocational and Technical Education. September, 1979.

Goal 4: Assist Vocational Instructors With Curriculum Modification

Overview

Vocational instructors know their curriculum and how to teach nonhandicapped students that curriculum. What they often feel uncomfortable with is how to modify their curriculum for handicapped students. Therefore, one of the Vocational Resource Educator's most frequent requests is how to modify curriculum for handicapped students in a regular vocational program. This goal provides the basic overview of how vocational instructors can modify their existing curriculum if the modification is needed.

The VRE assists classroom vocational instructors with curriculum modifications which enable students with handicaps to have an equal opportunity for success. These responsibilities range from working with a resistant instructor who doesn't see any reason to make changes in classwork for one student to an eager instructor who wants to have as much material and as many ideas as possible. The primary responsibility in this area is to help instructors find the appropriate resources for student needs.

Every vocational instructor does not need to modify their curriculum for every handicapped student! Modification may be needed in equipment and/or facilities, instructional techniques, or the classroom attitudinal environment. In other words, the beginning VRE should not assume every curriculum needs to be modified. Look at the student's needs, abilities, and the IEP/IVP before helping the vocational instructor modify the curriculum.

Goal 4: Assist Vocational Instructors With Curriculum Modification

Questions

A. What is the VRE's role in curriculum development or curriculum revision?

B. What are some student differences that may suggest the need for modifying curriculum?

C. What are some procedures for selecting instructional materials?

D. What are some guidelines and procedures to assist the instructor in adapting instructional materials?

E. What are some equipment modifications that a VRE might recommend?

F. What are some ways to deal with attitudinal barriers?

G. Do the secondary and postsecondary VREs have similar responsibilities in terms of assisting instructors with curriculum and support services?

A. What Is The VRE's Role In Curriculum Development Or Curriculum Revision?

The VRE should develop expertise in the area of meeting individual student needs. The VRE is encouraged to work with their administration in order to be involved in new vocational offerings, which could benefit handicapped students. The VRE's role is to assist the administration, the instructors, and the advisory committee as a resource person.

To assist the VRE in becoming more knowledgeable about the processes and procedures in vocational curriculum development, it is recommended that the VRE contact the director of the Instructional Materials Laboratory at the University of Missouri-Columbia (10 Industrial Education, Columbia, MO, 65211, 314/882-2883). IML develops curriculum materials and is a resource for modified curriculum materials for handicapped students.

B. What Are Some Student Differences That May Suggest The Need For Modifying Curriculum?

Curriculum modification takes place when needs of the student have been identified and the available curriculum cannot be used to meet those needs. Modifying curriculum can range from slight modifications - audio-visual instead of printed material - to major restructuring of the learning environment. The following chart provides suggested guidelines for modifications.

Student Abilities/Differences	**Considerations**
Physical abilities	• Differences in physical strength, manual dexterity, balance, and endurance • Sensory disabilities in vision, hearing, smell, taste, and touch • Perceptual difficulties, that is, where there is not a sensory problem but rather a "short circuit" between the sense, like sight, and the information that goes to the brain, resulting in garbled information
Intellectual abilities	• Variations in the rate of learning • Variations in the ultimate degree of competency within a reasonable length of time
Differences in family socioeconomic level	• Individuals in the class will come from all socioeconomic levels • Socioeconomic backgrounds can affect needs, attitudes and expectations • Middle-class expectations about jobs and vocational training may differ from those of lower socioeconomic groups • Students from lower-income families may have physical needs, such as hunger, that interfere with learning

Student Abilities/Differences	Considerations
Differences in personalities	• Individuals differ in traits like perseverance, curiosity, self-confidence, level of aspiration, and aggressiveness • These factors are similar to motivation in relation to learning • These traits occur spontaneously
Differences in aptitudes	• An aptitude is an existing potential that, with practice and training, may result in good or superior performance • Aptitudes can be identified from standardized testing and by careful observation • Individuals may show aptitudes for varied areas; an individual may have no aptitude for English but may have an aptitude for mechanics
Differences in self-concepts	• What individuals do and how they behave are determined by their self-picture or concept • Individuals will tend to start acting as others expect them to act (if you are told often enough that you are a failure, you will expect to fail) • Individuals may have an idea, often conceived as an ideal self, of how they should be • Problems arise when the self-concept and the ideal concept conflict

Differences in educational background	• Vocational students differ in the amount and quality of previous formal education and experiential (at home or elsewhere) education
	• Students may have learning problems that have prevented them from learning what would be expected of them
	• Postsecondary students have widely varying educational backgrounds:
	  • students may have dropped out of high school
	  • some have graduated and others have an equivalent degree

Student Abilities/Differences	Considerations
	• some have been involved in community college courses, technical courses, graduate school, apprenticeship programs, military training, or training programs in business and industry • kind and amount of education greatly affect the length of course, examples to be used and understood, the vocabulary that can be used or taught, and the level of abstraction that might be meaningful
Differences in motivation	• Motivation and needs are closely related • Motivation is the combination of needs and desires that move the individual to do something that will satisfy those needs and desires • Motivation is within the individual • Environmental factors can be manipulated to help individuals develop their own motivation (contracts or rewards)
Differences in learning styles	• Prefers working alone or in groups • Is better able to learn by seeing, by hearing information, or by touching and working with something, or all three • Solves problems quickly or by carefully thinking them through • Desires to be competitive or to avoid competition • Cares about details or deals in generalities • Cares about approval and worries about being worried • Has little tolerance for frustration and followthrough • Observes rules rigidly and needs constant supervision • Performs well on a variety of tasks and evaluates own performance

Adapted from: Keller and Bennett, **Curriculum Modules: Planning Instructional Processes, Design, Development, Diffusion, Evaluation,** 1978 (revised 1979), in Meers, Gary D. (Ed.), **Handbook of Special Vocational Needs Education,** Rockville, MD: Aspen, Systems Corp., 1980.

C. What Are Some Procedures For Selecting Instructional Materials?

The VRE, in the role as a resource, may be asked to assist instructors in selecting instructional materials. The educational progress of handicapped students can be enhanced through the modification and improvements of curriculum. One way to facilitate this improvement is through the selection of appropriate instructional materials for classroom use. The following suggestions have been adapted from the **Pennsylvania Vocational Administrator's Guidebook** (Hoellein, Feichter, and O'Brien, 1979) and are presented as points to consider when evaluating and selecting instructional materials.

Instructional materials should:

- Be written at a level that the student can comprehend;
- Include statements explaining the relevance and importance of the subject matter to the student;
- Include objectives stated in behavior terms and make them known to the student;
- Include appropriate pre-assessment materials to identify previously mastered skills of the student;
- Be designed in a sequential structure that is logical in its sequence of content and level of difficulty;
- Include instructional objectives that provide a variety of learning activities;
- Include short term post-asessment activities to measure mastery of content skills.

The suggestions on the following page are designed to assist in the selection of instructional materials. Suggestions are divided into four areas: instructional format; readability; prerequisite skills; and active involvement. Each area is expanded into a cluster. Apply the criteria to materials under consideration. Materials selection is a decision based on the needs of the students.

Selection Of Instructional Materials For Handicapped Students

Area	Selection Factors
Instructional Format	• Organization of materials clear and easy to follow • Simple student directions • Self paced • Performance Objectives • Vocabulary building exercises • Evaluation includes diagnostic checkpoints and end of the unit performance checks
Readability	• Level appropriate for students. Use any readability formula. Fry is recommended. • Visual-high use of photos; illustrations, tables, etc. • Easy to read print; might even be comic book type style • Layout emphasizes lots of white space • Concepts presented clearly and simple-easy to understand language • Instruction broken into reinforcing small steps/intervals
Prerequisite Skills	• Few or limited basic skill prerequisites
Active Involvement	• Materials varied/action oriented/dynamic/high interest • Hands on learning activities • Active involvement with learner/opportunities for response and feedback/opportunities for success • Evaluations/performance based tests/checklists

D. What Are Some Guidelines And Procedures To Assist The Instructor In Adapting Instructional Materials?

If materials need to be adapted to meet particular students' needs, rewriting may be the answer. Rewriting may seem a little difficult at first, so start small. Rewrite one or two paragraphs before a chapter. Advanced or interested students often enjoy the task of rewriting materials. They are excellent resources. Solicit their help whenever appropriate. Rewriting instructional materials is worth the effort. It is extremely rewarding to provide students with readable materials. The following are guidelines for rewriting:

1. Read the article or textbook passage and jot down the main ideas. Keep it short and to the point.

2. Make a list of the specialized vocabulary and important concepts that are difficult. This information can be made into a study guide or cassette presentation and presented to the students before the revised reading materials are presented.

3. Rewrite the materials following these rules:

    - Use simple words, avoid multi-syllable words whenever possible.

    - Use words that are easily sounded out.

    - Use common nouns.

    - Underline proper names. Alert students to these names beforehand.

    - Use simple sentence construction and present tense verbs as much as possible.

4. Reread the original to ensure that correct concepts are still there.

5. Check the reading level of the rewritten material with a readability formula. (See the Appendices of the Handbook for Cloze readability procedures.) The new reading level should approximate the students' reading ability.

6. Type the rewritten material in the largest type available. Leave wide margins. Encourage students to use this space for notes or questions.

Students may often have specific problems which require adaptations other than rewriting materials. The chart on the following page lists specific problems students may have and strategies to adapt to those problems.

Problem	Adaptation/Strategies
Visual Perception Visual Skills for Reading, Behavior	Enlarge Print • Retype materials on primary typewriter • Utilize individual magnifying glasses • Project material on wall using opaque projector
Visual Perception Visual Skills in Reading Spelling Computation Behavior Arithmetic Readiness Problem Solving	Reduce Distraction on Page • Reduce problems or items on page • Frame specific items on page • Cover area on page to reduce items
Visual Perception Handwriting Motor Behavior	Enlarge Space in Which Student Responds • Provide separate answer sheet with adequate space for response • Provide blackboard for written response
Visual Skills in Reading Reading Comprehension Spelling Memory Perception Problem Solving Computation Behavior	Color Code Material • Color code topic sentence in reading test and supporting sentences in another color • Color code directions, examples, and problems in different colors • Color code math symbols (= + - x) for easy recognition

Problem	Ad[illegible]on/Strategies
Visual Perception Visual Skills in Reading Spelling Handwriting Motor Perception Arithmetic Readiness Computation Behavior	Utilize Arrows for Directionability • Provide arrows as cues for following an obstacle course • Provide arrows at top of worksheet or tape on desk as a reminder of left to right progression in reading or writing • Utilize arrows to indicate direction of math operations on number line
Reading Comprehension Inner Language Receptive Language Problem Solving Behavior	Modify Vocabulary • Rewrite directions in workbook • Provide vocabulary list with synonyms or simplified definitions • Instructor gives information or directions in simplified terms
Reading Comprehension Auditory Skills in Reading Auditory Perception Receptive Language Memory Problem Solving Behavior Arithmetic Readiness Computation	Tape Record Material • Record directions for learner to refer • Record Test-Learner response verbally or written • Record passage; learner follows written text

E. What Are Some Equipment Modifications That A VRE Might Recommend?

Council for Exceptional Children, 1978, Policy Area 703, suggests the following modifications:

1. Installing safety devices on machines, such as:
    - guard rails;
    - cover plates;
    - warning plates for tactual interpretation;
    - warning lights;
    - warning sounds.
2. Installing adaptive operating devices on machines such as:
    - hand controls;
    - foot controls;
    - hand-foot controls;
    - head controls;
    - mouth controls.
3. Adapting existing equipment or securing other equipment to assist handicapped students, such as:
    - adaptive handles on tools;
    - guard handles on tools;
    - left handed scissors;
    - pattern guides;
    - cutting guides;
    - magnifying guides
    - tape recorders.

Another outstanding resource for equipment modifications is **Tools, Equipment and Machinery Adapted for the Vocational Education and Employment of Handicapped People.** It is available from the Wisconsin Vocational Studies Center, Publication Unit, 265 Educational Sciences Building, 1025 W. Johnson St., Madison, WI, 53706. Included here are some sample pages from that document.

Sanding Jig

Developer

John Wenstadt
Northern Wisconsin Center
for the Developmentally
Disabled
Box 340
Chippewa Falls, WI 54729
(715) 723-5542

Contact Person

Same as Developer

Where It Is Used

Benchwork

Problem(s) It Overcomes

limited control of hand and arm movement

Field Tested

yes

Regulatory Approval

not applicable

Warranty Provided

not applicable

For Sale

May be made at a minimal cost.

How It Works

The jig provides an area, wide and deep enough for the piece of wood it is to sand. It is secured to the table so the angle to be sanded is the angle that it would fit tight against.

(Information based on personal interview.)

IBM Audio Typing Unit

Contact Person

J.G. Cesario
Program Manager
IBM Corporation
400 Parsons Pond Drive
Franklin Lakes, NJ 07417
(201) 848-1900

Developer

IBM Corporation
400 Parsons Pond Drive
Franklin Lakes, NJ 07417
(201) 848-1900

Where It Is Used

Typing

Problem(s) It Overcomes

a blind person's inability to proof typed material without assistance from a sighted person

Field Tested

no

Regulatory Approval

UL

Warrenty Provided

yes

For Sale

Local Office
Office Products Division
IBM Corporation

$170/rent; $150/lease; $5300/purchase

How It Works

The IBM Audio Typing Unit consists of an audio keypad, an audio console, and an optional headset. To be operational it must be attached to one of four host typewriters: the IBM Mag Card II, the IBM Mag Card/A, the IBM Memory Typewriter, or the IBM Memory 100 Typewriter. The IBM Audio Typing Unit produces synthetic speech with an unlimited vocabulary. The synthetic speech can be heard in character, word, or line

(Information based on IBM Corporation literature.)

F. What Are Some Ways To Deal With Attitudinal Barriers?

Developing positive attitudes of vocational education staff toward students with handicaps and of students toward themselves and each other is an aspect of mainstreaming that cannot be ignored. The psychological preparation is every bit as important as preparation in other areas. Each instructor and student will bring to the classroom his or her past experiences with handicapped persons or past experiences as a handicapped person. These personal experiences will have an impact on the mainstreaming program. With attention to this sensitive area, the impact can be a positive one. Some of the things that will help to remove the psychological barriers that exist are:

- staff development activities in which staff members are sensitized to the needs of the handicapped;
- positive-peer discussion groups in which handicapped and non-handicapped students share thoughts and concerns;
- classroom task oriented groups in which handicapped students can demonstrate to others that they are capable of participating successfully in groups.

Including handicapped students with nonhandicapped students will help each to better understand and deal with the other. If students with handicaps have the opportunity to discuss their peers' prejudices and stereotypes openly, they will be better able to deal with employers' and co-workers' prejudices and stereotypes. On the other hand, if nonhandicapped students have the opportunity to talk openly with their peers who have handicaps about their handicaps, they too will gain greater understanding. This increased understanding in the classroom will, in turn, lead to more understanding in the workplace and will help to destroy attitudinal barriers. Some of the topics for discussion might be:

- how to deal with problems related to handicap;
- how to deal with potential discrimination;
- how/when to tell employers about handicap;
- how to tell co-workers about handicap;
- information about legal rights of people with handicaps.

An exellent resource for further information is **Mainstreaming Guidebook for Vocational Educators Teaching the Handicapped,** by Peter R. Dahl, Judith A. Appleby, and Dewey Lipe, Olympus Publishing Company, Salt Lake City, UT, 1978.

G. Do The Secondary And Postsecondary VREs Have Similar Responsibilities In Terms Of Assisting Instructors With Curriculum And Support Services?

Yes, their roles and responsibilities are similar. The following articles are provided by Project HEATH (Higher Education and the Handicapped) and apply specifically to the postsecondary VRE.

Fact Sheet: The Learning Disabled Adult And Postsecondary Education

Learning Disability is a hidden handicap. Persons with learning disabilities are often mislabeled by others, misunderstood, and lack appropriate emotional and educational support. Definitions of learning disabilities are varied and elusive. Dale Brown, in **Steps to Independence for People with Learning Disabilities,** writes the following:

> **Learning disabled adults receive inaccurate information through their senses and/or have trouble processing that information. Like static on the radio or a bad TV picture, the information becomes garbled as it travels from the eye, ear or skin to the brain. . . . In general, (learning disabled adults) are capable of learning and performing at their age level, but their learning is affected by the problems they have with perception. They tend to have unique ways of gathering information from the world around them.**

A learning disabled person is not retarded. The learning disabled student's capacity for learning is infinite. this is especially true when students and postsecondary educators work together to accommodate innovative ways of information processing in educational settings. There are presently many postsecondary institutions which offer special facilities, accommodations and often separate admissions for the learning disabled student. Some of these have formalized LD programs, others offer support services within an overall handicapped services program, and others, particularly smaller institutions, offer services only on an individual basis. The success of any of these for any particular student is a highly individualized matter.

Educational settings provide more than academic support for the learning disabled student. Counseling (career and personal) and peer support will help a student recognize his or her special qualities and abilities as well as the fact that he/she is not alone in his/her disabilities.

Because there is no complete listing of postsecondary institutions and their programs and/or accommodations for students with learning disabilities, it is recommended that the prospective student assess his/her own educational goals, strengths and needs and then contact every campus of interest for questions and information.

Some Postsecondary Institutions Which Have LD Programs

The following are some examples of the types of programs available to students with learning disabilities. All provide (or help the student obtain) such supports as taped texts, scribes, readers, additional time for tests, and counseling. some offer additional specialized supports. They often differ in regard to admissions procedures, tuition coverage course credit toward degree and whether or not some academic subjects have special sections for LD students. The listing is not meant to be complete or comprehensive but may serve as an information base for you.

Program for Learning Disabled 4 Year +
College Students Private
Adelphi University
Eddy Hall
Garden City, New York 11530
Fred Barbaro, Director (516) 663-1006

Students participating in this program are enrolled in a four year regular program but, in addition, receive special educational and social support services including individual and group counseling, note-taking, tape recording and untimed tests. The program begins before the freshman year with a five week period of diagnostics, evaluation and remediation. Students are required to participate in all the services offered, in addition to course work, and must take at least 12 credits. Both the summer and the regular session involve additional costs.

Higher Education for Learning 4 Year +
Disabled Students (HELDS) Public
Educational Opportunities Program
Central Washington University
Ellensburg, Washington 98926
Myrtle Snider, Director (509) 963-2131

HELDS, now in its second year of a three-year federal grant, offers taped resources, tutoring, counseling and special approaches to testing. Students with a high school diploma or a GED certificate may either apply through the regular admissions procedure or to the Educational Opportunities Program which may, providing other criteria are met, admit students who cannot be admitted through the regular process. Faculty awareness is an integral part of the program. Faculty members in their respective departments participate in the formation of learning packets to be distributed widely to educators upon completion of the project.

The Ben D. Caudle Special 4-5 Year
Learning Center Private
The College of the Ozarks
Clarksville, Arkansas 72830
Dr. D. Douglas Saddler (504) 754-3034

This program is designed for students who have average or above average intelligence but have been denied opportunity in previous educational settings because of specific learning disabilities and lack of appropriate services. Students attent regular classes with non-learning center students but receive additional compensatory skills and techniques of study training taught by professional learning coordinators. The program emphasizes college as a total learning environment. A high school diploma is not required.

Learning Center/Program of 4-5 Year
Assistance in Learning (P.A.L.) Private
Curry College
Milton, Massachusetts 02186
Dr. Gertrude Webb, Director (617) 333-0500
ext. 247

P.A.L. is an LD program which is individually designed and is above and in addition to regular college curriculum (coursework is the same for all Curry Students). The program stresses the art of communication and offers individual tutoring and small group work as well as many other supports. There are separate admission procedures for students with learning disabilities. P.A.L. students admitted to Curry do not exceed 10% of the Freshman class. Additional tuition is required.

Learning Center Program 2 Year
Montgomery College Public
Rockville, Maryland 20850
Lynne Harrison Martin, Coordinator
(301) 279-5058

Remediation of existing skills when possible and teaching of coping strategies are the immediate goals of this program. Individual tutoring (community volunteers and paid student assistants), a College Survival course and faculty liaison are available to students with learning disabilities among other support services. There is no additional tuition.

Learning Disabilities Program in the 4 Year
Academic Improvement Center State
Metropolitan State College
1006 11th Street
Denver, Colorado 80204
Eva Dyer, LD Program Developer or
Myra Bookman, LD Specialist

Students are enrolled in a four year regular degree program while also receiving intensive one on one or small group assistance through trained individuals. English, math, and reading LD classes are offered for credit in the respective departments and incorporate comprehensive materials. The cognitive strategies approach is the instructional philosophy through which students learn content. For example, spelling is used as a vehicle for teaching thinking and problem-solving--skills which can be transferred to the regular classroom. This system helps the student build awareness of a thought process and leads to a sense of self-control. There is no additional tuition for program involvement.

Communication Services 4-5 Year
Southwest State University State
Marshall, Minnesota 56258
Marilyn Leach, Supervisor (504) 537-6296

A component of Rehabilitation Services, Communication Services offers compenstory training for learning disabled students as well as other students with communication disabilities. A Writing Center with individualized tutoring, tutors and a Learning Strategies Workshop are among the support services offered.

Project Achieve 4 Year +
Department of Special Education State
Pulliam Hall, Room 122
Southern Illinois University
Carbondale, Illinois 62901
Dr. Barbara Cordoni, Director (618) 453-2311

Project Achieve's goal is to teach students how to organize their own time and their own work. Application to the program is separate from application to the University and the procedure includes a two-day diagnostic work-up. Tutors, a Learning Center, short term remedial courses, and a Typing Keys Program which teaches perceptually handicapped students to type are among the supports offered. Students are enrolled in regular classes and there is no additional fee for support services. **SIUC special educators also assist other colleges and universities in working with learning disabled students under the direction of Dr. Cardoni.

Center for Multidisciplinary Studies 4 Year +
Moorhead State University State
Moorhead, Minnesota 56560
Lynn Lockhart, Coordinator,
Disabled Student Services (218) 236-2227

Moorehead does not have a "formal" LD program but this center was founded as an open admissions program (open admissions applies to incoming freshman only) for those who could not meet the standard admissions requirements due to any type of educational disadvantage. There is no extra tuition charge for participation in the Center. Instructors, though not specifically trained to teach the learning disabled, are sensitized to the needs of the student with learning disabilities. The Center has an enrollment of about 400 students and classes are small, informal, and non-competitive.

Federally Supported Programs

The Regional Education Programs for Deaf and Other Handicapped Persons under the Office of Special Education and Rehabilitative Services, Department of Education, makes Federal awards to exemplary demonstration projects of support services to handicapped students in postsecondary education. This year eighteen programs were given awards, four of which focus on activities for learning disabled students. Request to be put on the mailing list for grant application packets. For more information, write or call: Dr. Joseph Rosenstein, Coordinator, Regional Education Programs for Deaf and Other Handicapped Persons, Room 3121, Donahoe Building, 400 6th St., SW, Washington, DC 20202 (202) 245-9722 (Voice), 245-9598 (TTY).

Some Organizations and Self-Help Groups

ACLD, Inc., Association for Children and Adults with Learning Disabilities, Jean Petersen, Director, 4156 Library Road, Pittsburgh, PA 15234, (412) 342-1515 or (412) 342-8077.

This is the national listing of a nonprofit organization which is concerned with the advancement of opportunities and genral welfare of all learning disabled persons. The Learning Disabled Adult Committee, part of the Association, serves as an advocate for better educational opportunities for adults with learning disabilities in college, university and vocational training. For more information about LDAC, contact Katharine Tillotson, Chairman, Post-Secondary Committee at the above address (412) 231-7977.

Orton Society, Site 113, 8415 Bellona Lane, Towson, Maryland, (301) 296-0232.

This organization is concerned with specific language disability and its diagnosis and treatment. As an educational and scientific society, it is the source of much material, particulary information on dyslexia.

National Network of Learning Disabled Adults, Box Z, East State Texas Station, Commera, TX 75428.

The National Network of Learning Disabled Adults was formed in 1980 to organize self-help groups around the country. It provides a newsletter about learning disabled adults and has an updated list of self-help groups nationwide.

LAUNCH, Inc., The Coalition of LD Adults, Department of Special Education, East State Texas University, Commerce, Texas 75428, John R. Moss (214) 886-59932.

This self-help organization is developing extensive chapters throughout Texas for learning disabled aduts, and publishes a newsletter, "Launcher," which describes their goals and activities.

Time Out to Enjoy, Inc., 113 Garfield Street, Oak Park, Illinois 60304, Dian Rindenour, Director (312) 383-9017.

The goal of this organization is to help learning disabled adults help themselves and to inform the general public about learning disabled adults through resource collection and sharing.

Marin Puzzle People, Inc., 1368 Lincoln Avenue, San Rafael, CA 94901, Jo Ann Haseltine, Program Director (415) 453-4006.

A series of mini-courses is offered in such survival skills as driver's education, basic mathematics, and management. Group and individual counseling is available. The organization serves as a clearinghouse about LD in California with the publication of a newsletter.

Adelphi Learning Disabled Adult Organization, Adelphi Social Service Center, Adelphi University, Garden City, New York 11530, Nonnie Star, Program Coordinator of the Learning Disabled (516) 560-8060.

Learning Disabled Adults from Metropolitan NY, whether they are enrolled in the University or not, meet to share experiences and career opportunities, with support from the Social Service Center. Ms. Star, group leader, is herself learning disabled and has learned how to utilize her strengths and minimize the effects of her disability.

Association of Learning Disabled Adults-ALDA, P.O. Box 9702, Friendship Station, Washington, DC 20016, Dale Brown, contact person.

ALDA formed in 1978 as a model self-help group. It provides technical assistance to people who wish to organize learning disabled adults.

Institute for Research in Learning Disabilities, 313 Caruth-O'Leary Hall, University of Kansas, Lawrence, Kansas 66103, Don Deshler (913) 864-4780.

Dr. Deshler is editor of the **Learning Disabilities Quarterly** and directs the Institude. The research is directed around the learning strategies approach which attempts to help the learner become efficient with the abilities he/she has. Institute research may be of help to those who instruct learning disabled students in academic, vocatinal and technical programs.

Publications/Resources

Time Out to Enjoy, Inc., has recently published **A Guide to Post-Secondary Educational Opportunities for the Learning Disabled.** The guide is the result of a research study of colleges, universities, technical schools and other postsecondary institutions that have accomodations and services for learning disabled students (155 responses are included here). $12.00 Write: Time Out to Enjoy, Inc., 113 Garfield St., Oak Park, Illinois 60304.

Steps to Independence for People with Learning Disabilities, by Dale Brown, is a source of much useful information for learning disabled people, their parents and concerned professionals. Particularly valuable are ideas on how to cope with specific disabilities in order to become economically independent. Order from Closer Look, Box 1492, Washington, DC 20013 (202) 833-4160.

Section 504: Help for the Learning Disabled College Student by Joan Sedita is a discussion of Section 504 of the Vocational Rehabilitation Act Ammendments of 1973 and its implications for college learning disabled students. Also discussed are admissions procedures, academic adjustments, auxiliary aids, etc. Available from: Landmark School, Prides Crossing, Massachusetts 01965 $1.00-Inquire for bulk rates.

Learning Disabilities in the Classroom, a slide-tape show concerned with students with learning disabilities in a postsecondary setting, is available for rent from the Learning Resources Center at Morris Library, Southern Illinois University, Carbondale, Illinois 62901. $25.00 covers the cost for two days and can be applied toward an eventual purchase price of $150.00. Address inquires to Dr. Don Winsor at the above address or call (618) 453-2258.

Recorded Texts

Recording for the Blind services are available for the learning disabled person. Disability must be certified by a specialist as defined by RFB. If applicant is accepted, RFB materials and services are provided free. For additional information and application form, contact Recording for the Blind, Inc., 215 East 58th Street, New York City, NY 10002 (202) 822-5500.

High School Equivalency Testing for Students with Special Needs

Persons with learning disabilities who wish to take the high school equivalency exam can obtain special accommodations and editions of the exam through the GED (General Educational Development) Testing Service. The Chief Examiner must be provided with professional verification of the disability. Special editions include braille, large print and audio cassettes. Special accommodations include additional time, quiet surroundings, low-glare lighting, etc. The fact that the test was taken under special conditions will not be included on the student's record. For more complete information, contact the Adult Education Agency in your state.

College Testing Services for Students With Special Special Needs

Persons with learning disabilities may obtain, if necessary, special accommodations and/or editions of either of the two most commonly used admissions/placement tests-the Scholastic Aptitude Test (SAT) provided by the Admissions Testing Program of the College Board and the American College Testing (ACT) Assessment. Extended time, cassettes, readers, large type, and marking assistance are among the special arrangements permitted. These requests should be made well in advance of the exam date. The details of what is involved in special testing varies between the two testing services. Of particular importance is whether or not the fact that the test is taken under nonstandard conditions is noted on the student's records. The SAT notes any test taken under nonstandard conditions. The ACT makes no reference to special testing unless extended time was used. Students, parents, and counselors may want to talk this over and decide whether or not the disability warrants special testing. For complete details about special testing and other tests provided by the two testing services, contact:

ATP: Services for Handicapped
Students
Institutional Services, Box 592
Princeton, NJ 08541

The ACT Assessment-**Special**
Testing Guide
Test Administration
P.O. Box 168
Iowa City, IA 52243 (319) 337-1332

The resources listed throughout this fact sheet can supply continual information and updates in the area of learning disabilities. Ask to be on their mailing list!

Prepared by Nancy Geyer and Rhona C. Hartman, Director HEATH/Closer Look Resource Center, August, 1981.

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Fact Sheet: Community Colleges And Handicapped Students-Concerns And Resources

Administrators and student service providers at many community colleges have responded with imaginative and cost effective programs to assure that large numbers of disabled students can enrich their lives and increase their career options through education and training. More than one third of the nation's postsecondary institutions are community and junior colleges. Surveys of the American college freshman by the American Council on Education show that over 50% of handicapped students enroll for credit in two year schools, a vast majority of whom choose public institutions. In addition, more enroll in the many non-credit "life enrichment" courses which community colleges offer. The Rehabilitation Act of 1973 and especially the Regulation concerning Section 504 enhances the opportunity for many disabled people to pursue postsecondary education, many of whom try this first at their local community college.

This fact sheet will help those responsible for effectively serving the college and community-especially trustees, presidents, deans of students, faculty, disabled student service coordinator, and other staff. Community colleges are moving beyond the bricks and mortar of achieving physical accessibility and, in the face of the current budget crunch, must focus on ways of meeting community needs in an efficient manner.

In the following pages some community college concerns have been identified for discussion. Resources which could be useful in planning and choosing options are listed. The final section provides the names of selected experienced community college disabled student service leaders who might advise on particular ideas.

Community College Concerns

Where to Begin

Whether a campus is taking a first look at how to make its program and facility accessible or reordering priorities in the face of fiscal crises, the most important step is to name an Advisory Board on which to depend for balanced judgement. Such a Board should include representatives from various campus functions: student service, academic affairs, physical plant, and library. In addition, disabled persons, some of whom are students, should be included to assure that ideas for making the campus accessible are both necessary and cost effective. It is especially important to include leaders of such community resources as Vocational Rehabilitation Services, Vocational Education Department, Centers for Independent Living or organizations of disabled people, and the Mayor's (or County Councilor's) office. Input from a broad range of interests can assure a campus administrator of developing a realistic plan.

Appropriate Utilization of "Open Door" Policy for Handicapped Students

"Open Door" refers to the policy in a number of states which permits anyone who is a high school graduate (or equivalent) OR is eighteen years old to enroll in a community college. This policy has the potential for bringing in large numbers of students both able bodied and handicapped, who are incapable of doing college work as it is generally understood. Several of the most serious concerns include:

To what extent must support services for disabled students be provided? The disabled student has the same need as others to try to succeed in college and gain the benefits of being in an age-appropriate setting with accompanying socialization opportunities. A disabled student also has the same right as others to fail and be counseled into an appropriate option.

What about the services of readers, interpreters, notetakers, lab assistants and/or the purchase of such devices as tape recorders, automatic door openers, or electronic visual magnifiers? These auxiliary aids may be necessary to make a program, course or service accesible to some student with some disabilities. The Advisory Board can be effective in determining the necessary reasonable and nondiscriminating policies concerning auxiliary aids.

Appropriate Accommodations for Acdemic, Technical and Vocational Programs

Accommodation for disabled students by the institution, may call for the reexamination of policies, practices, and standards so that they do not implicitly exclude a person because of his/her disability. Administrators of all programs need to identify those essential, reasonable, defensible, academic and vocational/technical standards against which all students are measured equally during the application process, course evaluation, and graduation. The resources and Disabled Student Services leaders listed below can be helpful in suggesting guidelines and examples of accommodation.

Identification of Disabled Students and Development of Support Services

As the college itself becomes more and more accessible, this information should be included in all recruitment materials including brochure and catalogue. The community, and especially rehabilitation counselors and veterans' service personnel, need to be educated about the variety of programs available-including services for disabled people. The wider the recruitment net, the greater will be the number of potential students. Once on campus, disabled students should be encouraged to voluntarily identify themselves after admissions and request and/or discuss for evaluation the support services which will enhance their chance for success. Forms placed in registration packets, available at placement interviews, and discussed during orientation activities will provide such encouragement. In the classroom faculty can establish the appropriate avenue for requesting accommodation by announcing at the first class meeting:

> I would appreciate hearing from anyone in this class who has a handicap which may require some special accommodation. I am reasonable sure we can work out whatever arrangement is necessary. See me after class or during my office hours. Contact me this week-not after the first quarterly exam.

The actual services provided for disabled students should, whenever possible, be coordinated with those that exist for all students. There is no advantage to either the institution or the student to duplicate, for example, placement services. Only when no appropriate service exists on campus, should a new one be developed for disabled people. The resources identified below may be helpful to the administrator who coordinates student services.

Additional Concerns

Advisory boards for handicapped concerns in community colleges frequently need to develop strategies for the following areas:

- Responsibility to such underserved community groups as those who are learning disabled, emotionally disturbed, mentally retarded, and temporarily disabled.

- Methods of effective coordination with Vocational Rehabilitation Services.

- Development of funds for physical access and auxiliary aids.

- Delivery of services within a multi-campus structure.

Resources

These books and other resources are organized to facilitate access by the topics as listed.

Administration and Facilities Access

National Association of College and University Business Officers (NACUBO) has produced the following books and articles-limited number available through the HEATH/Closer Look Resource Center (At least one copy of each was sent to each campus President. Check on campus first.):

Guide for 504 Self-Evaluation for Colleges and Universities.

Issues and Answers.

Management of Accessibility for Handicapped Students in Higher Education.

Association of Physical Plant Administrators (APPA) has produced the books listed below. They are available by prepaying the price listed alongside each, from AAPA, 11 Dupont Circle, Washington, DC 20036, or G.P.O. as indicated.

Creating an Accessible Campus-$12.50.

Steps for Campus Accessibility-$5.50.

Modifying Existing Campus Buildings: Guidelines for Architects and Contractors and Accessible Products Catalogue-free from HEATH/Closer Look.

Adapting Historic Campus Buildings-Prepay $4.25 to Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-500-0034-2).

Federal, State, and Local Resources

Auxiliary Aids, a resource guide for postsecondary schools, rehabilitation agencies, and handicapped individuals is a product of the Department of Education. The guide details the Section 504 discussion of auxiliary aids and summarizes Federal programs from which money might be available. Single copies available from HEATH/Closer Look Resource Center.

Clearinghouse on the Handicapped, Room 3130 Switzer Building, Washington, DC 20202 compiles directories and keeps track of federal activities relevant to handicapped people. Bimonthly newsletter, **Programs for the Handicapped**, is available free by request.

Within your state, contact the Governor's Committee on Employment of the Handicapped, State Director of Community Colleges, and State Director of Vocational Rehabilitation.

Consult your local or regional United Fund for a listing of disability groups who might provide advice, resources, and encouragement. Service organizations such as Kiwanis, Optimists, and Lion's clubs can often assist your school to develop a particular service or purchase unique items. Consult area Centers for Independent Living and other organizations of disabled people for a variety of ideas and cooperative efforts.

Staff and Program Development

Two annotated listings are available from the HEATH/Closer Look Resource Center which can provide useful background. The **1981 HEATH Resource Directory** summarizes the 504 Regulation of the Rehabilitation Act of 1973 as it applies to postsecondary institutions and lists over 50 national resources. **Looking for Ways to Serve Disabled Students?** contains a selection of 30 books, pamphlets, and papers which are directed to professionals. in addition, the Center has fact sheets and packets about a number of topics which are of concern to postsecondary educators of disabled people. Contact the HEATH/Closer Look Resource Center for additional copies, for response to particular inquiries, and to receive quarterly newsletter, **Information from HEATH/Closer Look.**

People With Experience Serving Disabled Students On Community College Campuses

Leading Disabled Student Service Coordinators were identified and have agreed to be a resource about particular questions and ideas. You may contact them directly.

Ruben Russell, Director
Disabled Student Services
Northern Essex Community College
Elliott Street
Haverhill, MA 01830
(617) 374-0721

Colleen Fix, Director
Disabled Student Services
Miami-Dade Community College N.
Room 6113
113380 NW 27 Ave.
Miami, FL 33167
(305) 685-4542

Diane Center, Coordinator
Disabled Students
Everett Community College
801 Wetmore Avenue
Everett, WA 98201
(206)964-6570

Beverly McKee, Director
Resource Center for the Handicapped
San Diego Community College District
3375 Camino Del Rio
San Diego, CA 92108
(714) 230-2141

Merril Parra
Homebound Prog./Special Serv.
for the Handicapped
Queensborough Community College
Springfield Blvd. and 56th Ave.
Bayside, NY 11364
(212)631-6253

Edward L. Franklin, Director
Galaudet College Extension Ctr.
Johnson County Community College
College Boulevard at Quivira Road
Overland Park, KS 66210
(913) 677-8572

Ken Bosch
Community College of Denver
3645 W 112th Ave.
Westminster, CO 80030
(303) 466-8811

Prepared by Rhona C. Hartman, Director HEATH/Closer Look Resource Center with advice and cooperation from Carol Eliason, American Association of Community and Junior Colleges. September 1981

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Additional Resources

Resource: **Access to Learning for Handicapped Children: A Handbook on the Instructional Adaptation Process,** J. Changar, K. Bouchard, S. Hovarth, M. Edenhart-Pepe, and D. Miller
Source: Cemrel, Inc., 1981, St. Louis, MO

Resource: "If It's Too Difficult for the Kids to Read--Rewrite It!" L.C. Craig
Source: **Journal of Reading,** December, 1977, p. 212

Resource: "Identification and Utilization of Support Services in Serving Special Vocational Needs Students," S. Merwick. In G. Meers (Ed.) **Handbook of Special Vocational Needs Education**
Source: Aspen Systems Corporation, 1980, Rockville, MD

Resource: "Curriculum Modification and Instructional Practices," K.L. Stern-Otazo. In G. Meers (Ed.) **Handbook of Special Vocational Needs Education**
Source: Aspen Systems Corporation, 1980, Rockville, MD

Resource: **Vocation Education: Teaching the Handicapped in Regular Classes,** R. Weisgerber
Source: Council for Exceptional Children, 1978, Reston, VA

References

Dahl, P., Appleby, J., and Lipe, D. **Mainstreaming Guidebook for Vocational Educators Teaching the Handicapped.**
Olympus Publishing Co.: Salt Lake City, UT, 1978

Gugerty, J., Roshal, A.F., Tradewellz, M.D., and Anthony, L. **Tools, Equipment and Machinery Adapted for the Vocational Education and Employment of Handicapped People.**
Wisconsin Vocational Studies Center: Madison, WI, 1981

Hoellein, R.H., Feichter, S.H. and O'Brien, T.W. **Vocational Administrator's Guidebook Mainstreaming Special Needs Students in Vocational Education.**
Center for Vocational Personnel Preparation. IN, 1979

Keller, and Bennet. **Curriculum Modules: Planning Instructional Processes, Design, Development, Diffusion, Evaluation.** 1978 (revised 1979), in Meers, Gary D. (Ed.), **Handbook of Special Vocational Needs Education,** Rockville, MD: Aspen, Systems Corp., 1980.

Goal 5: Serve As A Resource To Vocational Instructors

Overview

The Vocational Resource Educator is a resource to vocational instructors. That role requires a certain amount of "self-resourcefulness" to identify the needs of the instructors. This section of the handbook provides a variety of resources for the VRE. The task of researching those resources for the "right" answer is still up to the VRE in conjunction with the vocational instructor.

The term "resource" encompasses a variety of concepts. It can refer to specific materials (print/media), specific skills (counseling/diagnostic/analytic), as well as an awareness of the community. The resources here are divided into three distinct categories: curriculum/teaching resources, specific VRE skills, and community resources.

The VRE's responsibility to vocational instructors can be summed up in one word--SUPPORT. That support will come in many forms; but no matter what the form, the success of the mainstreaming effort rests upon its dependability and availability. The challenge for the VRE is to identify and provide the most appropriate support for each of the persons with whom they work.

Goal 5: Serve As A Resource To Vocational Instructors

Questions

A. How does the knowledge of student learning styles affect teaching skills and techniques?

B. How can the VRE assist instructors in selecting content appropriate for handicapped students?

C. What instructional techniques can the VRE share with vocational instructors?

D. What are some instructional techniques and strategies useful in dealing with particular handicapping conditions?

E. How can the VRE assist vocational instructors with classroom management?

F. What are some strategies that will help the VRE and vocational educator increase safety for the handicapped students?

G. What are some sample resources in the area of curriculum?

H. Which skills are considered most necessary and what resources are available for the continued development of those skills?

I. What are some sample resources in the area of VRE skills?

J. What are some examples of community resources?

K. What state and federal resources are available for a VRE?

L. Do the roles of the secondary and postsecondary VRE differ in terms of providing resources for vocational instructors?

M. How can a VRE assist instructors with nontraditional students?

N. What resources on sex equity and nontraditional programs are available for a VRE?

O. What materials on nontraditional programs are available for a VRE?

A. How Does The Knowledge Of Student Learning Styles Affect Teaching Skills And Techniques?

Consideration must be given to learning styles. Much of this information should be available through the IEP and/or former special education teachers' diagnostic records. In addition, identifying the learning style students are most comfortable with can help instructors select the best learning mode for presenting content. The learning styles inventory included in the Resources for Goal 5 can be administered to students by the VRE preferably, or the vocational instructor.

B. How Can The VRE Assist Voctional Instructors In Selecting Content Appropriate For Handicapped Students?

Whether instructors are teaching specific vocabulary related to a vocational skill, the skill itself, or some related skills that the handicapped student may require to survive in the real world of work, they are constantly making decisions about "what to teach". It often seems there is never enough time to teach the students everything they need to succeed on the job. With some students, the instructor may become frustrated because they need so much help. Some suggested parameters for selecting and prioritizing what to teach follow:

1. Necessity

Is the particular skill process, information, vocabulary, or concept necessary on a day-to-day basis for the student's survival on the job?

2. Frequency

If a particular skill, vocabulary, information, or concept is necessary in a vocational program, does it appear frequently enough for a student to master it?

3. Relevance

Does the content have some direct relation to the student's mastery of vocational competencies?

C. What Instructional Techniques Can The VRE Share With Vocational Instructors?

Three very important instructional techniques are goal setting, giving directions, and presenting material. Each VRE is encouraged to work with vocational instructors to further develop the following techniques:

1. **Goal Setting**

   Encourage the instructors to involve students. Students are more likely to be motivated to learn things that are meaningful to them. Involve students in the goal setting process through learning contracts and the establishment of short and long term goals and objectives. The instructors can assist students in clearly identifying exactly what material is to be learned and encourage students to monitor their own progress.

2. **Giving Directions**

   Encourage instructors to give directions more clearly to avoid confusion and misunderstranding. Give only 1 or 2 directions at a time--check with students to make sure they understand. Instructors should give very specific instructions. For example, instructors should ask students to rephrase directions in their own words. When directions are in written form, each section should contain specific instructions.

3. **Presenting Material**

   Encourage instructors to present material relevant and interesting. Material presented should fit the students' instructional level: it should not be too easy or too difficult, but rather of a challenging nature. Begin with concrete examples and proceed to abstract concepts when necessary. Break down complex ideas and tasks into smaller component tasks. Determine the necessary prerequisite skills. Write key vocabulary words on the board, handout or overhead. Discuss the terms with the student. If the term is a noun and available in the shop, use it to illustrate the point being made in the lesson. Encourage student participation.

D. What Are Some Instructional Techniques And Strategies Useful In Dealing With Particular Conditions?

Mentally Retarded

The following are specific learning needs for mentally retarded students and some suggested strategies to deal with those needs.

- Transfer of Learning--retarded students often have difficulty transferring skills application. To help overcome this deficiency the use of many examples and a trial period is helpful.
- Incidental Learning--many behaviors, especially personal-social skills, are assumed to be learned by non-retarded students and learning of these skills is not specifically planned for. To help compensate for deficiency in incidental learning, it is important to plan for helping retarded students gain the skills we take for granted in non-retarded students.
- Auditory and Visual Memory--material that is presented may not be remembered after a brief period of time. For students who are retarded, repetiition is necessary. "Over-learning" as opposed to "learning" is essential in order to assure retention of learning over a period of time.
- Generalization of Learning--students who are retarded often experience generalizing from practice situations to real situations. It is helpful to provide the opportunity for practice of skill in real as well as simulated situations.

Teaching students who are mentally retarded will require an analysis of course goals and objectives to determine the specific intermediate skills and steps which will lead to acquisition of the ultimate goal. These skills should then be taught with the individual's learning style in mind. Each step in the teaching-learning process will need frequent appraisal to assure that the student has mastery of the prerequisites required for success at the next level of learning. Some specific ideas for adapting teaching to meet the needs of the mentally retarded are as follows:

1. Break total task into small steps which overlap and build on each other;
2. Define specific requirements for mastery of each step;
3. Give directions in a systematic and sequential manner--one step at a time;
4. Be flexible about time limits--allow more time for mastery at each step whenever needed;
5. Plan positive reinforcement for each successfully attained step as well as plan ways for encouragement whenever possible to help minimize frustration and discouragement;
6. Whenever possible utilize oral and/or visual modes of presentation rather than having students read new material;
7. Repeat assignments to assure understanding.

Specific Learning Disabilities

When teaching students with a learning disablility it should be remembered that these are students who have an average or above average ability to learn. They are not retarded, but do require special considerations in their educational programs. Frequently they will perform above their age levels in one academic area while performing below their age levels in another. Their individual assessments will provide helpful information about the most appropriate learning style. Some of the things to consider when planning for mainstreaming students with learning disabilities are as follows:

1. Present materials in a manner that uses a combination of senses, e.g., visual and auditory or tactile;
2. Plan ways for students to manipulate learning materials;
3. Plan for consistency in daily routine;
4. Utilize students' strong areas to develop skill in other areas;
5. Break tasks into small components or steps;
6. Utilize programmed or video taped material to supplement classroom instruction.

Behavior Disordered

Students who are behavior disordered will benefit from a classroom climate that is supportive and encouraging. Behavior disordered students are generally capable of average or above average performance; however, because of their emotional disturbance, they are sometimes unable to function in a regular educational setting unless special considerations are made. Personal-social skill deficiency prevents them from developing appropriate and effective relationships with peers or adults. Their classroom functioning is minimized because of emotional interference. The following are suggested as techniques or ideas that will provide teachers with a basis for planning classroom learning for behavior disordered.

1. Maintain consistency in daily routine from one day to the next;
2. Help students relate their behavior to the consequences of that behavior for themselves and/or for others;
3. Encourage students whenever feasible. They each need more frequent recognition when they've done a "good job" no matter how small;
4. Provide opportunity for positive peer interaction through one to one or small group activities;
5. Allow students the opportunity to work in an area with minimal distractions.

Visually Impaired

Visually impaired students are usually able to function quite well in almost any environment once they have become accustomed to the physical surroundings. They are able to lead independent lives. Some of the considerations for planning instruction are:

1. Use of large print charts or textbooks;
2. Obtain professionally taped versions of textbooks;
3. Have tape recorders available for student use;
4. Use magnifiers or talking books whenever feasible;
5. Involve peers as readers or as recorders of textbook information;
6. Use an overhead for demonstrations usually done on chalkboard;
7. Provide students with readiness activities that will enable them to have "hands-on" experience and/or materials to be used in lessons;
8. Present material verbally as well as in writing.

Hearing Impaired

As in each of the other handicaps the degree of severity of the impairment with each person will determine the necessary classroom instructional technique. In general a communication style that utilizes a combination of communication forms is the most effective. Only 30% of spoken English is visible on the lips and only about 50% of the English sounds can be differentiated from other English sounds on the lips, e.g., /b/and/v/. Thus depending on speech-reading alone is inadequate. Total communication, a form which utilizes a number of modes of communication is effective. Some teaching considerations include:

1. Utilization of "total communication" to the greatest extent possible;
2. Placement near front of room (or wherever is nearest speaker);
3. Use of interpreters;
4. Utilization of peer assistance for clarification;
5. Written as well as verbal presentation of materials.

Orthopedically Handicapped

As has been stated earlier, the types of orthopedic handicaps and their subsequent effects on learning are as varied as the handicapping conditions. The teaching techniques range from modifying the physical environment by providing space and accessibility for people in wheelchairs, to more complex curriculum modifications. The following techniques will be helpful in planning for any of the orthopedic handicaps.

1. Consider the physical requirements in terms of manipulative tasks, strength/stamina and relative percentage of coursework requiring each.
2. Plan alternative ways for students to demonstrate mastery.
3. Allow for physical fatigue and encourage students to break total tasks into segments that can be accomplished at different settings.
4. Plan times/ways for students to acquire and practice communication skills.
5. Plan for ways to make certain that students have access to any materials/equipment they need by making them directly accessible to students, or by having other students readily availble to assist as needed.
6. Consult the Tools, Equipment and Machinery Catalog designed to provide descriptions and illustrations of modified tools, equipment and machinery.

Excellent resources for further information are:

Tools, Equipment and Machinery Adapted for the Vocational Education and Employment of Handicapped People.
(book, 787pp.)

Wisconsin Vocational Studies Center
Publication Unit
265 Educational Sciences Building
1025 W. Johnson St.
Madison, WI 538706 (608) 263-4357

Puzzled About Educating Special Needs Students: A Handbook on Modifying Vocational Curricula for Handicapped Students. (book; 486 pp.)

Wisconsin Vocational Studies Center
Publication Unit
265 Educational Sciences Building
1025 W. Johnson St.
Madison, WI 53706 (608) 263-4357

E. How Can The VRE Assist Vocational Instructors With Classroom Management?

Many aspects of classroom management are a combination of common sense and sensitivity to the needs of individual students. The following list, adapted from Roucche and Snow (1977) is practical and relevant to the needs of vocational instructors.

- Be fair and up front about expectations on acceptable attendance, progress, and class behavior. Information such as attendance policy should be given out orally and in writing.
- Circulate around the room as you talk or ask questions. Do not allow the classroom to set up architectural barriers between you and the students.
- Let students know the learning resources you use in class (slides, tapes, films, etc.) and attempt to make them available at additional times. (This is not always possible.)
- Return tests, quizzes, and papers as soon as possible. Immediate feedback is extremely effective. Write comments both positive and negative when appropriate. Taped oral comments are effective too.
- When answering a student's question, make sure the answer is understood. If necessary, have another student repeat or rephrase what was said.
- Use familiar examples in presenting materials.
- Maintain good eye contact with students in and out of class.
- Throughout the course, but especially during the crucial first class sessions:
    - stress a positive "you can do it" attitude;
    - emphasize your willingness to give individual help;
    - capitalize on opportunities to praise the abilities of students;
    - utilize a variety of instructional methods, drawings or appropriate audio-visuals.
- If lecturing, distribute an outline before class starts. This approach assists students in organizing the material being presented.

(Continued on the next page)

Instructor's attitudes toward students can also be a factor in classroom management. The attitudes are communicated in subtle ways. It is important for instructors to be aware of the impact their attitudes have on the students themselves as well as on the attitudes of other students toward their peers. If an instructor expresses unacceptance through facial expressions or other "body language" students will sense this and will in turn reflect the same attitude in their behavior toward individual students. Some things instructors can do to communicate respect and acceptance of each person in their classrooms are as follows:

- If criticism of a student is necessary, do so in a private conference with the student;
- When determining classroom expectations, consider the value/behavior norms with which the student lives;
- Let students know when there are going to be changes in class procedures and help students adjust to changes;
- Accept slight regressions in learning as normal;
- Admit own mistakes;
- Be realistic in expectations for self, i.e., don't expect miracles or to be totally successful with **every** student;
- Plan a variety of ways for students to demonstrate mastery;
- Treat each student as you expect other students to treat him or her.

F. What Are Some Strategies That Will Help The VRE And Vocational Instructor Increase Safety For Handicapped Students?

The implementation of certain practices maximizes the safety of handicapped vocational students. Certainly these practices are desirable not only for how they help handicapped students operate safely, but **also** for how they help other students do so. A sample of these practices and precautions for the VRE and the instructor to consider is as follows:

1. Checking of medical records and student files to ascertain the possibilities of student loss of control, seizures, etc. Talk with the school nurse or parents to augment student health records.
2. Assignment of students to specific shop/laboratory areas.
3. On-going observation of student work skills.
4. Evaluation using a variety of oral, written, and performance techniques.
5. Using jigs and fixtures for work holding, safety, and positioning.
6. Enhancing instructor-student communication by using devices that improve reception and/or sending of information.
7. Individualization of instruction to meet specific handicapped characteristics as suggested by appropriate consultants and by the IEP.
8. Minimizing access problems and barriers.
9. Using the school system's resource personnel (e.g., counselors, psychometrists, teacher aides, etc.) to support learning in vocational education.

A table of suggestions for increasing safety can be found in the Resources for Goal 5. Another excellent resource is a chapter from **Vocational Safety Guide** entitled "Safety Program Recommendations: Vocational Special Needs Students" put out by the Missouri Division of Career and Adult Education, Department of Elementary and Secondary Education, 1981.

G. What Are Some Sample Resources In The Area Of Curriculum?

Some excellent resources for curriculum materials for handicapped students include:

1. Mid-America Vocational Curriculum Consortium
   (MAVCC)
   1515 West 6th Avenue
   Stillwater, OK 74074 (405) 377-2000
   Free catalog

2. Wisconsin Vocational Studies Center
   University of Wisconsin-Madison
   265 Education Science Building
   1025 West Johnson Street
   Madison, WI 53706 (608) 263-4357
   Free catalog

3. **Catalog of Vocational Instructional Materials**
   Instructional Materials Laboratory
   10 Industrial Education Building
   University of Missouri-Columbia
   Columbia, MO 65211 (314) 882-2883
   Free catalog

4. **Annotated Bibliography of Prevocational-Vocational Materials for Students with Special Needs, 1979.**
   Minnesota Instructional Materials Center
   3554 White Bear Avenue
   White Bear Lake, MN 55110
   Content: basic skills, survival skills, vocational and instructional resources.

5. **Resource Directory for Vocational Professionals Working with Special Needs Students, 1980.**
   Instructional Materials Laboratory
   10 Industrial Education Building
   University of Missouri-Columbia
   Columbia, MO 65211
   Content: programs and projects, curriculum and instruction, personnel and professional development guidance, counseling and other support services, job placement, evaluation. Cost: $14.00.

6. **Vocational Education for the Handicapped: A Selected Resource Guide from Southeast Network for Curriculum Coordination.**
   Mississippi State University
   Research and Curriculum Unit for
   Vocational-Technical Education
   Mississippi State, MS 39762
   Content: Business and Office, Distributive Education, Home Economics, Trade and Industry, general information, films. Cost: $1.00 to $5.00.

7. **Curriculum Materials for Vocational, Technical, Special Needs and Career Education, 1979.**

   New Jersey Vocational-Technical Education
   Rutgers University
   4103 Kilmer Campus
   New Brunswick, NJ 08903

   No Cost.

8. **Bibliography of Secondary Materials for Teaching Handicapped Students**

   President's Committee of Employment
   of the Handicapped
   Washington, D.C. 20010

   Content: vocational, pre-vocational, career, and special education, work-study, vocational rehabilitation, evaluation and testing. No cost.

9. **PIP's Freebie Guide for LD Students**

   PIP
   Box 50347
   Tulsa, OK 74150

   Content: This handbook lists those curriculum resources for learning disabled individuals which can aid in succeeding in school and job settings following high school. The majority of the resources suggested are free or inexpensive, and this text represents one of the few currently available guides devoted strictly to the problems of the learning disabled student. The guide can be ordered for $5.95 plus postage (8/80).

10. **Johnson County Community College Sign Manuals**

    Hearing Impaired Program
    Johnson County Community College
    College Blvd. at Quivira Road
    Overland Park, KS 66210

    Content: The Hearing Impaired Program at JCCC has published a series of manuals which provide hand signs, definitions and vocabulary lists used in college courses in the areas of business, data processing, algebra and electronics. The manuals are clearly illustrated and indexed for easy use/understanding.

(Continued on the next page)

11. **(The) Disabled Student on American Campuses: Services and the State of the Art**

Director
Handicapped Student Services
Wright State University
Dayton, OH 45435 (513) 873-2141

Content: This book contains the proceedings of a national conference sponsored by Wright State University and the Bureau of Education for the Handicapped, August 21-25, 1977. Edited by Pat Marx and Perry Hall, the proceedings include: 1) the abstracts from all sessions; 2) a summary of the small group work sessions following keynote addresses for the areas covered; and, 3) recommendations for educational institutions, federal and state governments, and the consumer in each topical area. A survey report and evaluation of the conference are also included. Topical areas covered are principles of operation, access, planning, services, attitudes, research, evaluation, finance, and legal issues.

H. Which Skills Are Considered Most Necessary And What Resources Are Available For The Continued Development Of Those Skills?

In 1981, VREs in Missouri participated in a Univesity of Missouri-Columbia study to identify their major and minor roles. The results revealed 8 major skills that VREs felt were the most important. Beside each skill is the goal within this handbook that contains information which would assist the VRE in the performance of that skill. (Dick, Flannagan, Cameron, West, 1981.)

1.	Working with instructors to maintain rapport and communication.	Goal 5
2.	Modifying vocational programs, curriculum, equipment, or methods.	Goal 4
3.	Working with special education staff to obtain educational and behavioral information.	Goal 5
4.	Complying with state and federal laws, regulations, and guidelines for handicapped programs.	Goal 5
5.	Acting as an advocate for handicapped students.	Goal 5
6.	Helping teachers implement appropriate individualized instruction	Goal 5
7.	Compiling resource and media information which will help staff members work with students.	Goal 5
8.	Providing motivational, vocational, and support counseling to students.	Goal 6

I. What Are Some Sample Resources In The Area Of VRE Skills?

The job skill VREs felt most essential in performing their jobs identified the following high priority competencies:

SKILL 1: Working with instructors to maintain rapport and communication.

To help in building rapport with instructors, as well as other school personnel, good communication skills are needed. Establishing a supportive climate through the kinds of communication messages conveyed is important. The following lists identify characteristics of defensive and supportive messages.

Supportive Messages are those which facilitate communication and include:

1. Description--open, non-judgmental
2. Problem Orientation--identifying the problem together
3. Spontaneity--open to new ideas
4. Empathy--concerned, interested
5. Equality--both parties have equal status
6. Provisionalism--open to alternatives

Defensive Messages are those which inhibit communication and include:

1. Evaluation--judgmental
2. Control--trying to control the encounter
3. Strategy--have a set plan
4. Neutrality--lacking concern
5. Superiority--one party superior
6. Certainty--preconceived answers

An excellent resource for this skill is **Effective Small Group Communication** by Ernest G. Bormann and Nancy C. Bormann, 3rd Ed., Burgess Publishing Company, Minneapolis, MN, 1980.

SKILL 2: Modifying vocational programs, curriculum, equipment or methods.

Tools, Equipment and Machinery Adapted for the Vocational Education and Employment of Handicapped People. (book, 787 pp.)

Wisconsin Vocational Studies Center
Publication Unit
265 Educational Studies Center
1025 W. Johnson St.
Madison, WI 53706 (608) 263-4357

Puzzeled About Educating Secial Needs Students: A Handbook on Modifying Vocational Currirula for Handicapped Students.

Wisconsin Vocational Studies Center
Publication Unit
265 Educational Unit
1025 W. Johnson St.
Madison, WI 53706 (608)263-4357

SKILL 3: Working with special education staff to obtain educational and behavioral information.

Dahl, P., Appleby, J., Lipe, D. **Mainstreaming Guidebook for Vocational Educators Teaching the Handicapped.** Salt Lake City, UT: Olympus Publishing Co., 1978.

Feltner, R. **Interagency Collaboration on Full Services for Handicapped Children and Youth.** Des Moines, IA: Midwest Regional Resource Center, Drake University, 1979.

Golin, A.K. and Ducanis, A.J. **The Disciplinary Team--A Handbook for the Education of Exceptional Children.** Rockville, MD: Aspen Systems Corp., 1981.

SKILL 4: Complying with state and federal laws, regulations, and guidelines for handicapped programs.

The following resources provide information at the state and federal level.

1. **Resource Guide for Special Education: Volume 1-A Administrative Procecures.** Department of Elementary and Secondary Education, 1981.

   The purpose of this guide is to offer Missouri educators practical suggestions about instruction, program management, and administrative procedures. Developed at the request of local school personnel, this guide is not a "regulatory" document. All of the guides in this series are intended to be informative and convenient resources for all school districts as they provide services for handicapped children and youth.

2. **Vocational Education for the Handicapped: Resource Guide to Federal Regulations.** Texas Regional Resource Center, 1978.

   Contains informtion on the Rehabilitation Act of 1973, (P.L. 93-112); the Education of the Handicapped Act, (P.L. 94-142); the Vocational Education Act of 1963: as amended by the Education Amendments of 1976, (P.L. 94-482).

3. **RESURGE '79.** Manual for Identifying, Classifying and serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1976 (P.L. 94-482), U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Occupational and Adult Education, Division of Vocational and Technical Education. September, 1979.

SKILL 5: Acting as an advocate for handicapped students.

There are many state and national organizations which provide excellent linkages and resources on advocacy for the handicapped. Rather than list all of them in this manual, the following resources will prove to be excellent comprehensive listings.

Directory of Organizations: Resources for Handicapped

Governor's Committee on (800)392-8249
Employment of the Handicapped (314)751-2600
State of Missouri
P.O. Box 59
1904 Missouri Boulevard
Jefferson City, MO 65104 (Free)

In this directory, the educator, counselor, or administrator will find a list of organizations and agencies in Missouri which serve the handicapped population.

Missouri Department of Elementary and Secondary Education Division of Occupational and Adult Education

Miles Beachboard, Director
Special Needs Programs
Department of Elementary and
Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314)751-3524

Delores John, Director
Division of Special Education
Department of Elementary and
Secondary Education
P.O. Box 480
Jefferson City, MO 56102
(314)751-2695

Division of Vocational Rehabilitation

Jim Harding, Director of Field Operations
2401 E. McCarty
Jefferson City, MO 65101
(314)751-3251

Information concerning the use of funds, active programs, programs under development and the improvement of programs in Missouri can be supplied through these offices.

Committee on Employment of the Handicapped

President's Committee on Employment
of the Handicapped
Washington, D.C. 20210
(202)961-3401

Educators can obtain information about vocational education and employment of handicapped students through this office.

United States Department of Education Assistant Secretary for Special Education and Rehabilitation Services

400 Maryland Ave., S.W.
Washington, D.C. 20202
(202)245-8167

These offices are responsible for the execution of educational policies at the national level. Information concerning the use of funds, active programs, programs under development and the improvement of programs in your area can be supplied through this office.

Directory of Organizations Interested in the Handicapped

Committee for the Handicapped
People to People Program
Suite 610, LaSalle Building
Washington, D.C. 20036

Listed in the free directory are the names, addresses, and phone numbers of approximately 200 organizations concerned with the handicapped individuals.

SKILL 6: Helping instructors implement appropriate individualized instruction.

Two excellent resources in individualizing are:

Otazo, K. and others. **Identifying and Improving Vocational Instruction: A Handbook for Individualized Instruction for New Hampshire Vocational Educators.** Keene State College, N.H. 1976. ED 156851.

Puzzled About Educating Special Needs Students: A Handbook on Modifying Vocational Curricula for Handicapped Students. (book, 486 pp.) Wisconsin Vocational Studies Center, Publication Unit, 265 Educational Sciences Building, 1025 W. Johnson St., Madison, WI 53706. (608)263-4357.

SKILL 7: Compiling resource and media information which will help staff members work with students.

The following state and national dissemination centers are excellent beginning sources to access in compiling resources and media information.

Project Missouri LINC

Dr. Carl Cameron
Department of Special Education/PAVTE
609 Maryland
Columbia, MO 65211
(800)392-0533 or (314)882-2713

This is a University of Missouri-Columbia based project funded through the Missouri Department of Elementary and Secondary Education, Division of Special Education and Division of Career and Adult Education, Special Needs Program. The project is designed to provide resource information and technical assistance to special and vocational educators, department heads, supervisors, and administrators. There are five service components supplied by this project: hotline information (800/392-0533), newsletter, model programs, consultant service-technical assistance, and an inservice workshop offered in the summer for special and vocational educators, counselors, and administrators.

Special Education Dissemination Center

SEDC
515 South 6th Street Annex
University of Missouri-Columbia
Columbia, MO 65211
(314)882-3594

Through this center, educators can obtain materials that relate to the education of handicapped children and youth. A newsletter, loan packages, conferences, Project STEIM, and a directory of other centers is supplied through this agency.

Regional Resource Centers

National:

Eda Waugh
Learning Resources Branch
OSERS, U.S. Dept. of Education
400 Maryland Ave., S.W.
DONO 4833
Washington, D.C. 20202
(202) 472-4560

Regional:

Dr. Raymond Feltner, Director
Midwest Regional Resource Center
Drake University
1332 26th Street
Des Moines, IA 50311
(515) 271-3936

State:

Dr. Harley Schlichting
Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211
(314)882-2883

The National Center for Research in Vocational Education

National:

Ohio State University
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655

The center develops vocational education programs, evaluates individual program needs, conducts leadership training, and operates program needs, systems, and services.

Governor's Committee on Employment of the Handicapped

Governor's Committee on Employment
of the Handicapped
P.O. Box 1668
Jefferson City, MO 65102
(314)751-2600 or (800)392-8249

This Committee provides technical assistance and resources to disabled people, employers, educators, legislators, and volunteer organizations. Information they can provide includes: publications on Section 504, and pamphlets dealing with employment and specific types of disabling conditions. The Committee's goal is to foster training and job options for disabled people in order to increase their participation in the mainstream of community life.

Reader Services for the Blind

Franklin County Special Education Cooperative
Box 440
Union, MO 63084
(314)583-8936

This non-profit agency tapes textbooks and other reading material for children with learning disabilities and/or the blind. The charge is approximately $2.50 per tape and 20 pages to the tape.

SKILL 8: Providing motivational, vocational, and support counseling to students.

The following books are excellent resources on counseling handicapped students:

The Guidance of Exceptional Children: A Book of Readings by John C. Gowan, George D. Demos, and Charles J Kokaska. David McKay Co., Inc., New York, NY

The readings in this book are grouped according to exceptionability, and within each grouping a chapter is devoted to vocational counseling of the exceptional students. Other topics covered are self-concept and the physically different child, counseling underachievers, critical variables in counseling the mentally retarded, vocational needs in educational programs for deaf youth, and dynamic factors affecting family adjustment to the handicapped child.

The Disabled and Their Parents: A Counseling Challenge. by Leo Buscaglia. Charles B. Slack, Inc., Thorofare, NJ 08086.

This book covers most topics that would be of interest to counselors of exceptional students. Attitudes and counseling strategies are discussed along with special problems of the disabled. Chapters are also included that were written by exceptional individuals themselves and by parents of exceptional individuals describing their own experiences and insights. A literature review is included.

Guidance Needs of Special Populations. Information Series No. 145. The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210.

The background, characteristics and unique problems of specific special populations are examined in this paper. Recommendations are made for meeting the guidance needs of these special populations. The target populations discussed include the disadvantaged, handicapped, and those whose cultural background is different from the majority in this country. In particular, theories proposed by three counselor-educators are presented to assist counselors attempting to meet the needs of students from minority backgrounds.

J. What Are Some Examples Of Community Resources?

The following support services are available in most communities. A cross-referenced index of the services these community resources provide can be developed by the VRE.

Community Resources

Local Business and Industry

- Field trips to observe on the job activities
- On the job experiences/tryouts

Governmental Agencies

- Vocational Rehabilitation
- Bureau of Indian Affairs
- Immigration
- Social Security Administration
- Veterans Administration
- Employment services
- Job Corps
- VISTA
- Comprehensive Employment Training Act (CETA) Program
- Community Action Program
- Law enforcement agencies
- Legal and judicial agencies
- County commissioner
- County extension agent
- Taxation agencies
- Parks Department
- Welfare Offices
- Motor Vehicle Bureau
- Agricultural extension agent
- Public health nurse
- Department of Conservation
- Adult Basic Education Program
- Parent-Teacher Associations (PTA)
- Migrant programs
- Military service representatives
- Correctional institutions
- Mental health agencies
- Sheltered workshops
- Governor's Commission for Employment of the Handicapped
- Planned Parenthood

Community Service Organizations

- YMCA
- YWCA
- Red Cross
- League of Woman Voters
- Urban League
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- Heart Association

(Continued on the next page)

Civic Clubs

- Chamber of Commerce
- JAYCEES
- Rotary Club
- Kiwanis
- Elks
- Lions
- Business and professional workers
- Optimists

Special Resources, Private, Nonprofit, and Volunteer Organizations

- Airports
- Weather stations
- Colleges
- Universities
- Knights of Columbus
- Association for Retarded Citizens
- 4-H clubs
- Veterans groups
- Boy Scouts
- Indian Guides
- Churches
- Hospitals
- Nursing homes
- Libraries
- Museums
- Goodwill Industries and other rehabilitation facilities
- Private mental health associations
- Girl Scouts
- Campfire Girls
- Big Brothers

Trainer's Guide to Life Centered Career Education. Brolin, McKay, and West, Council for Exceptional Children, 1979.

K. What State And Federal Resources Are Available For A VRE?

State and national professional organizations can provide VREs with a wealth of current information on developments in the field of vocational special needs.

American Vocational Association (AVA)

State:

Missouri Vocational Association
1451 E. Battlefield Suite 303
Springfield, MO 65804
(417)881-0901

National:

2020 North 14th Street
Arlington, VA 22201
(703)522-6121

The function of this association is to improve and promote vocational education, to establish national leadership and to aid the vocational educators and state associations in maintaining quality standards for vocational education at the local level.

National Association of Vocational Education for Special Needs Personnel

State:

MSVNA PRESIDENT
Ms. Janis Beacham
11 Westwood Forest
Oakland, MO 63122

National:

NAVESNP
The Center for Vocational Personnel
Raschini House
Indiana University of Pennsylvania
Indiana, PA 15705

This association is a sub-component of AVA, which has the major function of serving vocational education of the special needs student.

Council for Exceptional Children

State:

Gerald Stewart
Misouri Division of
Mental Retardation
2002 Missouri Boulevard
Jefferson City, MO 65102
(314)741-4054

National:

CEC
1920 Association Drive
Reston, VA 22091
(800)336-3728

This is a national non-profit organization designed as an information center in the education of handicapped and gifted children to serve exceptional children and the professionals who serve them. This council is also active in working with the government to protect children's rights to an appropriate education. Vocational education materials are available through this office.

Division of Career Development (DCD)

State:

Dennis Buhr, State President
Special School District of
St. Louis County
12110 Clayton Road
Town and Country, MO 63131
(314)567-3700 Sta. 317

National:

National President of DCD
1920 Association Drive
Reston, VA 22091
(800)336-3728

A division of CEC, which focuses on the career development of exceptional children, youth, and adults.

Association for Children with Learning Disabilities (ACLD)

State:

MACLD
Box 3303
Glenstone Station
924 S. Glenstone
(417)831-6291

National:

ACLD
4156 Library Road
Pittsburgh, PA 15234
(412)341-1515

A federal, non-profit organization whose main purpose is to advance the education and general well-being of children with learning disabilities. There are over 365 state and local affiliates of ACLD. This association also publishes a monthly newsletter.

Bureau for the Blind

State:

Tom Stevens, Director
State Office Building
Jefferson City, MO 65101
(314)751-4249

National:

National Federation of the Blind
1800 Johnson Street
Baltimore, MD 21230

National Association for Visually Handicapped

Lorraine H. Marchi, Executive Director
NAVH
305 East 24th Street, 17-C
New York, NY 10010
(212)889-3141

NAVH exists to bridge the gap created for more than 11 million Americans who cannot meet normal standards of vision, even with corrective lenses, and offers services "so that impaired vision need not result in impaired life." Services include counseling and guidance to children and their parents, as well as adults and their families; consulting about and operating a free loan library of large print books; field testing, evaluating, and disseminating information about commercially produced visual aids; promoting public education about visual impairment; and participating in the education of professionals and paraprofessionals concerning the unique needs of the partially sighted. A publication list is available.

L. Do The Roles Of The Secondary And Postsecondary VRE Differ In Terms Of Providing Resources For Vocational Instructors?

Often the postsecondary VRE is faced with the challenge of delivering services to an extremely large and diverse faculty. The techniques discussed in this chapter, however, were developed with consideration to both the secondary and postsecondary VRE.

Each of the agencies on this list has a role in providing postsecondary education services in Missouri. These offices can be contacted for information and assistance in finding the programs and related services needed to continue education after high school.

State Commission of Higher Education

600 Monroe Street
Jefferson City, MO 65101
(314)751-2361

This agency can provide information about postsecondary opportunities. Commission officials can give information about different types of programs available, such as four year colleges, junior and two year community college programs, and vocational technical programs. They can also give information about sources of financial aid.

State Commission of Junior and Community Colleges

Academic Affairs
Department of Higher Education
600 Monroe Street
Jefferson City, MO 65101
(314)751-2361

This agency oversees the state's junior and community college systems, which offer various types of programs leading to a two year associate arts degree and certificates in different vocational fields. Some examples of these are: data processing, auto mechanics, applied arts, health sciences, child care aids, and hotel and motel management.

State Financial Aid Offices

Department of Higher Education
600 Monroe Street
Jefferson City, MO 65101
(314)751-2361

Sometimes it is difficult to finance a postsecondary education. Financial aid offices are set up in the state to provide information on federal and state grant, loan and special services programs that are available. The office will assist in finding appropriate programs and guidance to other resources that can help to obtain financial aid.

State Vocational Rehabilitation Agency

State Department of Education
Division of Vocational Rehabilitation
2401 E. McCarty
Jefferson City, MO 65101
(314)751-3251

The agency provides extensive services to help handicapped persons overcome or compensate for disabilities so that they can become employable. Services include, but are not limited to, medical, theraputic, counseling, education, training, and related services needed to help prepare a disabled person for work.

State Adult Basic Education Offices

Adult Education
State Department of Education
Jefferson Building
P.O. Box 480
Jefferson City, MO 65101
(314)751-3504

The specific function of this office varies from state to state. The general purpose of this office is to plan, administer, and develop standards for Graduate Equivalency Diplomas (GED) and Adult Basic Education programs in local districts. It provides information on types of programs available in the state. Some examples of programs offered are: English As A Second Language (ESL) Programs, Home Study, Educational Programs in Correctional Facilities, and Basic Reading Programs. If local resources can not be found, this is the government agency that has the responsibility for meeting the needs of adult basic education and can give information about local programs that are available.

M. How Can A VRE Assist Instructors With Nontraditional Students?

The term "nontraditional" is used to describe students, both female and male, who enroll in vocational programs mostly filled by members of the opposite sex. For example, men who enroll in health or clerical occupations and women who enter electronics or welding are considered to be nontraditional students.

The following are tips for VREs who work with instructors and nontraditional students.

- Ask the instructor, counselor, or another student to give a tour of the vocational building if the student is not familiar with it.
- Have the student talk to other students before and after class to find out:
  - what to wear
  - what to expect
  - where to take breaks
  - where to find restrooms or dining areas
- Have the student check out the classroom and laboratory including:
  - where machines and equipment are located
  - where tools and stock equipment are stored
  - how to use safety equipment
- Have the instructor make a list of terms and/or tools new to the student.
- Ask the parents or the instructor to help the student gain experience with new tools and learn the vocabulary of the occupation.
- Ask for a class outline, brochure, or vocabulary list if they are not provided for the student.
- Tell the student not to be afraid to ask questions!
- Alert the student not to expect special privileges from the instructor or other students.
- Encourage the student to be friendly, polite, and prepared when answering questions about their career choice.
- Prepare the student for some resistance, but tell them not to over react to other students' teasing.
- Encourage the student to answer objections with a pleasant but direct response and get on with business!

Adapted from Veep Equity Program Materials, Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education, Columbia, MO 65211 (314)882-2883.

N. What Resources On Sex Equity And Nontraditional Programs Are Available For A VRE?

The following resources are available:

1. Free Materials
   - -including audio-visual materials
   - -see VEEP Equity Materials and Services catalog available from IML
2. Technical Assistance
   - -workshops
   - -consultant visitations
3. Mini-grants
   - -funds available for districts to revise instructional materials to inservice staff, and to develop policies for nontraditional students
   - -incentives available for increasing nontraditional enrollments

For more information on any of these resources, contact:

Ms. Georganna Hargadine
Director, Special Vocational Services
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65101
(314)751-3872

-or-

Instructional Materials Laboratory
University of Missouri-Columbia
10 Industrial Education
Columbia, MO 65211
(314)8821-2883

O. What Materials On Nontraditional Programs Are Available For A VRE?

The following materials are free to Missouri Vocational Educators.

I. Recruitment
  -Expanded Options Manual

II. Retention of Nontraditional Vocational Students
  -Administrators Manual
  -Instructors Manual
  -Support Staff Manual

III. Placement
  -Employing Nontraditional Students Manual

These manuals can be obtained from:

Instructional Materials Laboratory
University of Missouri-Columbia
10 Industrial Education
Columbia, MO 65211
(314)882-2883

Resources for Goal 5

1. C.I.T.E. Learning Styles Inventory
2. Suggestions for Increasing the Safety of Vocational Eduction as it Serves Handicapped Students

From the Center for Innovative Teaching Experiences

C.I.T.E. Learning Styles Instrument

Babich, A.M., Burdine, P., Allbright, L., Randol, P.
Wichita Public Schools
Murdock Teacher Center

	Most Like Me		Least Like Me	
1. When I make things for my studies, I remember what I have learned better.	4	3	2	1
2. Written assignments are easy for me to do.	4	3	2	1
3. I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4. I learn best when I study alone.	4	3	2	1
5. Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6. It's harder for me to do a written assignment than an oral one.	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8. If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9. I understand a math problem that is written down better than one I hear.	4	3	2	1
10. I don't mind doing written assignments.	4	3	2	1
11. Written assignments are easy for me to do.	4	3	2	1
12. I remember more of what I learn if I learn it when I am alone.	4	3	2	1
13. I would rather read a story than listen to it read.	4	3	2	1
14. I feel like I talk smarter than I write.	4	3	2	1
15. If someone tells me three numbers to add I can usually get the right answer without writing them down.	4	3	2	1
16. I like to work in a group because I learn from the others in my group.	4	3	2	1

17. Written math problems are easier for me to do than oral ones.	4	3	2	1
18. Writing a spelling word several times helps me remember it better.	4	3	2	1
19. I find it easier to remember what I have heard than what I have read.	4	3	2	1
20. It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21. I like written directions better than spoken ones.	4	3	2	1
22. If homework were oral, I would do it all.	4	3	2	1
23. When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24. I get more work done when I work with someone.	4	3	2	1
25. Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27. The things I write on paper sound better than when I say them.	4	3	2	1
28. I study best when no one is around to talk or listen to.	4	3	2	1
29. I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30. Speaking is a better way than writing if you want someone to understand what you really mean.	4	3	2	1
31. When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
32. I can learn more about a subject if I am with a small group of students.	4	3	2	1
33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1

35. I like tests that call for sentence completion or written answers.	4	3	2	1
36. I understand more from a class discussion than from reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38. Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40. I like to study with other people.	4	3	2	1
41. When teachers say a number I really don't understand it until I see it written down.	4	3	2	1
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43. Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44. I do well on tests if they are about things I hear in class.	4	3	2	1
45. I can't think as well when I work with someone else as when I work alone.	4	3	2	1

C.I.T.E. Learning Styles Instrument

Score Sheet

Visual Language

5 — ________
13 — ________
21 — ________
29 — ________
37 — ________

Total _____ x 2 = _____ (Score)

Social-Individual

4 — ________
12 — ________
20 — ________
28 — ________
45 — ________

Total _____ x 2 = _____ (Score)

Auditory Numerical

7 — ________
15 — ________
23 — ________
31 — ________
39 — ________

Total _____ x 2 = _____ (Score)

Visual Numerical

9 — ________
17 — ________
25 — ________
33 — ________
41 — ________

Total _____ x 2 = _____ (Score)

Social-Group

8 — ________
16 — ________
24 — ________
32 — ________
40 — ________

Total _____ x 2 = _____ (Score)

Kinesthetic-Tactile

1 — ________
18 — ________
26 — ________
34 — ________
42 — ________

Total _____ x 2 = _____ (Score)

Auditory Language

3 — ________
11 — ________
19 — ________
36 — ________
44 — ________

Total _____ x 2 = _____ (Score)

Expressiveness-Oral

6 — ________
14 — ________
22 — ________
30 — ________
38 — ________

Total _____ x 2 = _____ (Score)

Expressiveness-Written

2 — ________
10 — ________
27 — ________
35 — ________
43 — ________

Total _____ x 2 = _____ (Score)

Score: 33 - 40 = Major Learning Style
20 - 32 = Minor Learning Style
5 - 20 = Negligible Use

Suggestions For Increasing the Safety of Vocational Education As It Serves Handicapped Students

	Hearing Impaired	**Learning Disabled**	**Mentally Retarded**	**Physically Handicapped**	**Visually Impaired**
Facilities	Avoid total sound absorption in wall design Visually and aurally signaled emergency mechanisms and rehearsed evacuation procedures	Color contrast of machines, areas, and tools Use of generalizeable symbols to denote special safety concerns	Use of generalizeable symbols to denote special safety concerns	Counter/workbench heights should be designed for safety and comfort. Adjustable benches are desirable Extra aisle and work space for accessiblility to all areas as needed Reachers (extension poles, grippers) where needed Doors with kick plates and vision panels Handrails/guardrails as appropriate Easy to use (i.e. knurled or looped) handles on doors, gates drawers etc. Faucets with dials for specific temperatures Foot- or elbow-controlled faucets	Supplemental lighting Raised letters or Braille signs and tags, large print A place for everything (i.e. standardized organization) Handrails/guardrails as appropriate Directive aids (raised lines, knobs, textured flooring, concrete, etc.) Special spatial orientation to facilities and location of safety features Wide and uncluttered aisles Relocate, recess or remove protrusions in walk areas (water fountains, fire extinguishers, etc.)
Classroom instruction/ shop work	Accessory hearing aids Use gestures liberally Speak clearly without shouting Avoid masking mouth	Repetition Give special attention without overdoing it Provide positive reinforcement Provide ample practice	Simplify instruction. Be clear! Repetition Use pictures, posters, reminders Assembly line-type sequences may be useful	Position students for adequate viewing of instructors and demonstrations Specific adaption/ modification of tools as required Use of jigs and fixtures	Magnifying lenses Talking books (tapes) Oral interpretation of visual visual aids/media Hand-on-hand technique for explaining specific manipulative movement processes Use of jigs and fixtures

	Hearing Impaired	Learning Disabled	Mentally Retarded	Physically Handicapped	Visually Impaired
	Provide a written list of words that will be encountered on the job Use handouts to minimize note-taking (attention should be directed to the instructor) Face-to-face communication Peer tutors Visual aids	Avoid time pressure and stressful situations Ascertain practical attention span and keep work activity within this limit Vocabulary lists Peer tutors Self-instuctional material Appropiate reading levels	Review rules more carefully and frequently Use small, short steps in instruction Use concrete/tangible teaching methods Use simplified procedures to accomplish work tasks Rehearse instructions Use positive reinforcement Ascertain practical attention span and keep work activity within this limit		Peer tutors Self-instructional materials Large print
Equipment	Warning lights and flags, and machine status indicators, fans can be used as a warning Heat sensing indicators Vibrating devices Extensive use of signs/tags Written rules for each machine Checklists, posters, charts Ear protectors in high noise areas	Personalized individual demonstrations and evaluations Checklists for key procedures and machines Color coding of tools, safety zones, guards, etc. Check reading levels Symbol "word" signs and warnings	Personalized individual demonstrations and evaluations Checklists for key procedures and machines Check reading levels Symbol "word" signs and warnings	Adaption of equipment as needed, e.g.: Adjustable heights Repositionable controls Tool holders and holsters Velcro grippers Convex pushbuttons designed to operate with a minimum of pressure Safety control interlocks Hoists where needed Foot controls	Appropriate jigs and fixtures Warning buzzers, bells for power on/off switches Click gauges Optacon electronic sensory reader Magnifying lenses and equipment Prescription spectacles Machine adaptions may be necessary (e.g. digital readouts) Brailled directions, time pieces Warnings signs should be Brailled or tacticle as well as visual Varied shapes and surface textures for operating knobs

	Hearing Impaired	Learning Disabled	Mentally Retarded	Physically Handicapped	Visually Impaired
				Heat sensitive switches Arm rests Large control levers Keep reach short by using control extensions, relocations, positioning of bins, trays and tools Special helmets Television and/or overhead mirrors for adequate rear vision of stove tops, workbenches, and demonstration areas Appropriate jigs and fixtures	Large print for directions Keep equipment stationary
Fire equipment/evacuation	Warning lights to supplement fire alarm Buddy systems	Warning lights to supplement fire alarm Posted evacuation routes Buddy systems Symbolic signs, pictorial directions	Rehearsed evacuation procedure Posted evacuation routes Buddy systems	Adequate fire exit widths, accessibility in conformance to standards Low location of emergency signals and fire alarm switches for ready accessibility Buddy systems Wall rails	Handrail guards Audio alarm system Buddy systems Wall rails
Materials	Mark pressurized container clearly	Clear labels for chemicals, paints, flammables Use standardized symbols for dangerous materials	Use standardized symbols for dangerous materials	Store at reachable heights	Braille or raised label markings for dangerous material, e.g. gasoline, ammonium-nitrate, acetylene, etc.

Material adapted from the following sources:

Bruwelheide, K., **Assisting the Physically Handicapped,** Montana State University, Bozeman, MT (3) Greenan, J.P., Leadership Training Institute/Vocational and Special Education, University of IL Urbana-Champaign

Safety Guide for the Handicapped, ITT, 1979 (15) Lutz, R.J., Pearon, V.L., "Teaching Safety to the Special Needs Learner," **Industrial Education** February 1978

Razeghi, J.A., "Analyzing, Modifying and Selecting Vocational Materials for Research," **Journal of Vocational Special Needs Education,** April 1980

Additional Resources

Resource: **Puzzled About Educating Special Needs Students: A Handbook on Modifying Vocational Curricula for Handicapped Students.** (book; 486 pp.)

Source: Wisconsin Vocational Studies Center
Publication Unit
265 Educational Sciences Building
1025 W. Johnson St.
Madison, WI 53706 (608)263-4357

Resource: **Tools, Equipment and Machinery Adapted for the Vocational Education and Employment of Handicapped People.** (book; 787 pp.)

Source: Wisconsin Vocational Studies Center
Publication Unit
265 Educational Sciences Building
1025 W. Johnson St.
Madison, WI 53706 (608)263-4357

Resource: **Delivering Competency-Based Vocational Education: A Teacher's Guide to Individualizing Instruction.**

Source: Career Education Center
Johnson Building
Florida State University
Tallahassee, FL 32306

Resource: **Colleges/Universities That Accept Students With Learning Disabilities** (1982).

Source: Association for Children and Adults with Learning Disabilities
4156 Library Road
Pittsburgh, PA 15234
(412)341-1515

Resource: **A Guide To Postsecondary Educational Opportunities For The Learning Disabled** (1981).

Source: Time Out to Enjoy, Inc.
113 Garfield St.
Oak Park, IL 60304

Additional Resources, Continued

Resource: **A National Directory Of Four Year Colleges, Two Year Colleges And Post High School Training Programs For Young People With Learning Disabilities,** Fourth Edition, 1981.

Source: Partners in Publishing
Box 50347
Tulsa, OK 74150
(918)584-5906

Resource: **1982-83 HEATH Resource Directory**

Source: HEATH Resource Center
One Dupont Circle
Washington, D.C. 20036
(202)833-4707

Resource: **Measuring Student Progress In The Classroom** by Rhona Hartman and Martha Redden

Source: HEATH Resource Center
One Dupont Circle
Washington, D.C. 20036
(202)833-4707

Resource: **Postsecondary Education And Career Development, A Resource Guide For The Blind, Visually Impaired, And Physically Handicapped**

Source: National Federation of the Blind
1800 Johnson Street
Baltimore, MD 21230

References

Brolin, D., McKay, D., West, L. **Trainer's Guide to Life Centered Career Education.** Council for Exceptional Children, 1979.

Dick, M., Flanagan, M., Cameron, C.T., West, L. **Final Report: Developing Comprehensive Job Competencies for Vocational Resource Educators, Vocational Evaluators, and Vocational Special Needs Instructors.** Jefferson City, MO. Missouri Department of Elementary and Secondary Education, 1981.

Roueche, J.E. and Snow J.J. **Overcoming Learning Problems.** San Francisco: Jossey-Bass, 1977.

Goal 6: To Provide Job Placement And Follow-Up

Overview

Job placement for handicapped students presents the VRE, the vocational instructor, and the placement specialist with a unique challenge. In considering potential placement possibilities it is necessary to have knowledge about the job requirements and about the individual beyond that required when placing nonhandicapped persons. Placing students with handicaps requires effort directed toward educating employers about hiring students with handicaps. Working with students who are handicapped requires that the full range of employment possibilities be considered. Caution is necessary because even VREs find themselves stereotyping for certain handicapping conditions to particular jobs.

It is important to note that the VRE's responsibility towards placement and follow-up differs from district to district. Most often the VRE's role is that of an "assisting" role.

Goal 6: To Provide Job Placement And Follow-Up

Questions

A. How can the VRE assist the instructor in preparing the student for placement?

B. How can the VRE assist the vocational instructors in providing potential employers with accurate information about handicapped students?

C. How can the VRE assess students' and employers' satisfaction with the job placement?

D. What strategies are available to the VRE that will facilitate job retention?

E. How does the VRE work in coordinating services with the VAC?

F. What placement responsibilities does a VRE have if there is no placement specialist or VAC?

G. Do the roles of the secondary and postsecondary VRE differ in terms of placement?

H. What can the VRE do to assist in job development, if necessary?

A. How Can The VRE Assist The Instructor In Preparing The Student For Placement?

Communication is the key to helping instructors prepare students for placement. Through contact with employers and the community, the VRE should maintain an awareness of the problems students encounter when trying to attain and/or retain a job. Communicating the nature of these potential problems to the instructors can help them structure instructional activities that prepare students for problems such as:

- Applying and interviewing for a job;
- Communicating and cooperating with employers and fellow employees;
- Exhibiting good work and safety habits on the job.

Role-playing and simulating situations that students may encounter on a job can provide students with a model of how to react in a problem situation. An example might be role playing how an employer and employee would interact if the employee were late for work. Simulating experiences that closely approximate a real potential problem on a job can help students transfer appropriate behaviors learned in a classroom to a job site. Setting up the entire classroom as a simulated job site is often done by vocational instructors.

The VRE should also be aware of specific situations at a potential employment site that a student needs to be prepared for. A particular job site or employer may have a strong rule about the amount of time spent on lunch breaks or cleaning up the work site at the end of the day. An employer or employee may even be hesitant to work with a student who has a particular type of handicap because of the possible complications. The student should be aware of and prepared to handle such potential problem situations, and the VRE can assist in the identification and alternatives for the resolution of these potential problems.

The following are a few possibilities for assuring that students with handicaps have opportunities for training and practice in pre-employment skills:

- Classes as part of the regular vocational education program, conducted on a regularly scheduled basis, e.g., once a week;
- Coordination with sending school to have personnel in that school plan for teaching pre-employment skills as part of the regular curriculum, e.g., English classes, speech classes;
- Coordination with special education to have the skills taught or enriched in special education classes;
- Conduct a special day long workshop for students to learn skills and then provide follow-through experiences in which students can practice skills learned.

B. How Can The VRE Assist The Vocational Instructors In Providing Potential Employers With Accurate Information About Handicapped Students?

Honesty is always the best policy! Encourage vocational instructors to present potential employers with an accurate representation of the skills and abilities of the handicapped student. This can often be accomplished without labeling the student as handicapped. A student should be described to a potential employer in terms of:

- handicapping characteristics (if appropriate for job survival, safety, etc., i.e., epilepsy, nonreader);
- task related competencies;
- acceptance of rules;
- degree of supervision required;
- relationship to supervisor;
- teamwork.

It is important that the VRE check with the administrator on procedural safeguards regarding release of personal information. In the Resources for Goal 6 is a Teacher Evaluation of Student Work Behavior for valuable information regarding student abilities and can be extremely useful in presenting a potential employer with an accurate profile of the student.

C. How Can The VRE Assess Students' And Employers' Satisfaction With Job Placement?

Assessment of satisfaction is essentially a monitoring procedure designed to provide follow-up information on the student. The VRE may be requested by placement personnel to assist in developing follow-up practices. If requested, the recommended practice includes five steps:

1. Specific handicapped follow-up may require more services after the initial placement. The VRE may be asked to serve as the liaison during the early stage of employment.

2. Establish a communication network with both the student and the employer. In the initial stages of the placement, plan to phone both parties on a fairly regular basis. For some students, this may be daily; for others, merely once or twice a week. Encourage employers to call about any problems or confusion. Regular telephone contact is a major key in monitoring student/emloyer satisfaction, as it allows the VRE to intervene, if necessary, before a situation escalates to a crisis.

3. Observe and evaluate the student in the work environment with specific consideration to:

    - competencies;
    - personal appearance;
    - tardiness;
    - absenteeism;
    - ability to get along with co-workers;
    - ability to get along with supervisor;
    - work production: quality and quantity.

    Be sure to share the evaluation with the student and the employer.

4. Encourage student self evaluation in the areas mentioned in #3. Compare the evaluation made by the VRE to the student's self report. Discuss similarities and differences. Formulate a plan, if necessary, to eliminate weak areas.

5. Encourage informal employer evaluation based on previously discussed criteria. Structure and facilitate opportunities for disucssion between student and employer.

It is important to remember that a major obstacle for students adjusting to employment is a breakdown in communications between employer and employee. Help prevent that breakdown by carefully monitoring the process!

D. What Strategies Are Available To The VRE That Will Facilitate Job Retention?

If through the follow-up activities there appears to be employer or employee dissatisfaction, the following procedures are suggested.

Step 1: Identify the potential barriers to retention. For example, it may be a situation where the student requires additional training or a work site modification.

Step 2: Identify possible solutions to the problem.

Step 3: Evaluate the options based on predicted outcomes.

Step 4: Select the best alternative in light of the problem.

Step 5: Implement the option, plan, or resource.

Step 6: Evaluate the situation. Keep certain questions in mind. Is the student more satisfied, more productive as a result of the specific intervention? Is the employer? Are additional modifications necessary?

This problem solving procedure is a tool for assessing needs and generating solutions. Often VREs find themselves continually cycling through the procedure with different students.

In the case of the need for additional training, review the appropriate offerings at the vocational school; in the case of work site modifications, consult Gugerty, J. et al., **Tools, Equipment and Machinery Adapted for the Vocational Education and Employment of Handicapped People.** Madison, WI: Wisconsin Vocational Studies Center, 1981. (The Department of Elementary and Secondary Education, Vocational Special Needs Programs, and Project LINC at the University of Missouri-Columbia have copies available.)

E. How Does The VRE Work In Coordinating Services With The VAC?

Some districts have a special education person, who has the title of Vocational Adjustment Coordinator (VAC). A VAC serves as a link between the handicapped student, the Department of Vocational Rehabilitation, the school program, and the community.

In the event the home school contact person is a VAC, the VRE should coordinate vocational training services with the VAC. If the VAC assumes responsibility for placement of the student, the VRE should provide the same services in the same manner as they do with a vocational placement specialist. If the VAC requests placement assistance through the vocational placement specialist, it is the VRE's responsibility to keep the VAC informed of the student's progress.

F. What Placement Responsibilities Does A VRE Have If There Is No Placement Specialist Or VAC?

In the event that there is no placement specialist or VAC to provide the lead role, the VRE will be faced with the responsibility of assisting counselors and/or VAC instructors in the placement process. These personnel should be provided with the same information found in question B in this Goal.

G. Do The Roles Of The Secondary And Postsecondary VRE Differ In Terms Of Placement?

The secondary VRE assists the person responsible for vocational placement in the placement process. The postsecondary VRE participates in the placement and follow-up of handicapped students, when requested by appropriate agencies. For the most part at the community college level, placement is the primary responsibility of the placement office. The role of the postsecondary VRE is the same as it is at the secondary level, "assisting in the placement process" and informing any cooperating agencies of placement decisions.

H. What Can The VRE Do To Assist In Job Development, If Necessary?

It is recommended that the VRE not be the sole job placement person for handicapped students, rather the role should be to assist in job development, placement, and follow-up of the handicapped student. In this role, additional assistance may be required to identify job opportunities for students, including the handicapped. The following list of resources can lead to identifying potential job opportunities.

- Advisory Committee
- Former Students
- Occupational Associations
- Material Supply--lumber, auto parts, welding supply, office, etc.
- Churches, Community Service Organizations
- Chamber of Commerce
- Federal Civil Service--1-800-892-7650 (Toll Free)
- State Personnel Office--Job Service
- Private Employment Agencies--Fees are charged
- Yellow Pages of Telephone Directory
- Trade Magazines
- Labor Unions
- Direct Employer Visitations or Contacts
- Newspaper--Classified Section
- State Employment Security Office
- Friends, Relatives, and Neighbors
- Statewide Job Placement Service
- Surveys
- Paid and Free Advertisements
- School Newsletters
- Business and Industry Days

There are many ways to begin informally networking with these community resources. A VRE might develop and distribute program brochures, request or volunteer speaking engagements, attend social functions, organize an open house, join organizations, attend community decision making meetings, and organize advisory committees. Advisory groups can play a particularly important part in developing job leads. (Goal 1 describes how to utilize advisory committees in more detail.)

Resources For Goal 6

1. Teacher Evaluation of Student Work Behavior

Teacher Evaluation of Student Work Behavior

Name ______________________ School ______________________

Address ______________________ Phone ______________________

Recommended Placement Sites: ______________________

Task Related Competencies	75% or more of the time	50% or more of the time	Less than 50% of the time
Is punctual			
Readily accepts assigned tasks			
Attends to task within assigned area (doesn't wander)			
Remains on task ( )minutes			
Is not frustrated by tasks			
Is able to organize time and materials			
Performs work neatly			
Performs work accurately			
Completes assigned tasks			
Asks for assistance when needed to complete task			
Follows through on advice given, when sought			

Acceptance Of Rules

Understands rules and regulations of conduct and safety			
Follows rules and regulations of condut and safety			

Degree Of Supervision Required

Follows written instructions			
Follows verbal instuctions			
Can work independently once instructions have been given			
Requires frequent supervision regardless of the degree of task difficulty			
Accepts supervision when necessary			

Relationship To Supervisors

Relates well to authority figures			
Can communicate needs appropriately to authority figures			
Can accept criticism of work by teacher			

Teamwork

Can work alone			
Can work well with others in group setting			
Can communicate with peers			
Can accept criticism of work by peers			

Employer comments: ______________________

Additional Resources

Resource: **Help Yourself To Successful Employment,** Gary Noland

Source: Statewide Job Placement Service
State Fair Community College
Sedalia, MO 65301

Resource: **Job Application And Interview,** Richard G. Lacy

Source: Instructional Materials Laboratory
University of Missouri-Columbia
10 Industrial Education Building
Columbia, MO 65211

Resource: **Entering The World Of Work,** Grady Kimbell and Ben S. Vineyard

Source: McKnight Publishing Company
Bloomington, IL 61701

Resource: **Communications Skills For Succeeding In The World Of Work,** Alice K. Geoffrey

Source: McKnight Publishing Company
Bloomington, IL 61701

Resource: **Job Seeking And Job Keeping: An Annotated Bibliography,** Carol Kowle and Debra Trout

Source: Wisconsin Vocational Studies Center
University of Wisconsin
321 Education Building
1000 Bascom Hall
Madison, WI 53706

Goal 7: Provide Inservice For Other Staff

Overview

The major key to successful mainstreaming in vocational programs is adequate preparation of staff members. Without adequate preparation, vocational instructors do not know where to begin. Staff members must have a broad information base from which they can develop a personal commitment to mainstreaming. The most expedient way to deliver that information is through inservice.

Inservice activities which focus on mainstreaming efforts are usually devoted to sensitizing staff to handicapped people. Staff members are given a chance to explore their own misconceptions regarding people with handicaps. Understanding linked with knowledge paves the way to developing specific skills in working with handicapped students in vocational programs.

Goal 7: Provide Inservice For Other Staff

Questions

A. What components are necessary in the development of an effective inservice presentation or workshop?

B. How is the planning committee selected?

C. How are needs assessed and inservice topics identified?

D. What are workshop objectives?

E. Who is responsible for inservice presentations?

F. What are inservice resources and how are they selected?

G. How is an effective inservice learning climate established?

H. What are some different types of presentations that are appropriate inservice activities?

I. How is the inservice evaluated?

J. What are some resources for planning inservice programs?

A. What Components Are Necessary In The Development Of An Effective Inservice Presentation Or Workshop?

This outline represents a chronological sequence of activities.

I. Planning the Inservice

- Securing Administrative Support
- Selecting the Planning Committee
- Assessing needs of the Staff (by survey or individual contacts)
- Documenting the need for inservice
- Specifying objectives
- Selecting resources (consultants, participants, materials, community resources)
- Designing activities
- Budgeting
- Making arrangements
- Rehearsing (if necessary)
- Sending out agendas to participants

II. Conducting the Inservice

- Setting up the room and audio-visual equipment
- Setting the learning climate
- Going over the objectives
- Directing learning activities

III. Evaluating the Inservice

- Assessing the immediate value
- Assessing behavioral change as a result of the inservice
- Determining what should be the next step (could include future follow-up inservice)
- Compiling a final report for administrator
- Send follow-up information to participants
- Write thank you letters to consultants, guests, etc.

B. How Is The Planning Committee Selected?

A planning committee composed of those individuals interested in inservice is most beneficial. A volunteer committee consisting of approximately four faculty members, the VRE, and an administrator is quite workable. The administration is the important component in the planning committee. In this role the administrator can become aware of staff concerns and communication between the VRE's program and the administration can be enhanced. A committee of 5-8 individuals provides comprehensive coverage of faculty needs. The planning committee represents the individuals who are to be recipients of the inservice training.

C. How Are Needs Assessed And Inservice Topics Identified?

To determine faculty needs regarding handicapped students, the VRE and planning committee should:

1. informally survey faculty to determine those areas in which development is necessary;
2. translate informal information into a survey instrument;
3. ask the faculty and administration to complete the survey prioritizing their needs;
4. analyze the information by listing the frequency of response in each area;
5. select the inservice topics from the list of frequently indicated needs of the staff;
6. review with the administrator(s).

In some instances the VRE and the administrator may determine other needs not identified by the faculty, but are deemed important to the vocational success of handicapped students.

D. What Are Workshop Objectives?

Once needs and topics have been determined, they can be translated into workshop objectives. Workshop objectives describe as precisely as possible what the participants will be able to do as a result of an inservice activity or series of learning activities which focus directly on a particular previously identified need. Specific objectives will help the VRE in selecting appropriate resources and in designing activities.

The following are sample objectives:

1. to increase the sensitivity and awareness of vocational instructors in working with handicapped students;
2. to develop appropriate entry level criteria for vocational classes;
3. to identify alternative grading strategies for handicapped students in vocational classes;
4. to review vocational curriculum materials for sex fairness;
5. to identify community resources and/or local agencies with available services to assist handicapped students.

E. Who Is Responsible For Inservice Presentations?

Once inservice topics are identified, the VRE and planning committee should select the presentors who can best address the topics. The VRE, planning committee members, other staff, or outside expertise may be selected to present the inservice. There are a variety of outside consultants who can provide inservice sessions or presentors may be identified from within the district. The VRE may act as a facilitator and/or presentor, but at least as a sponsor in a host/hostess role.

Other possible presentors to be considered are:

- recognized specialists (from inside the district or out);
- state department personnel;
- professional associations officers,
- teacher educators from colleges or universities;
- special education personnel;
- representatives from relevant agencies, i.e., Vocational Rehabilitation; and,
- employers from the community who hire handicapped workers.

F. What Are Inservice Resources And How Are They Selected?

Inservice resources can either be people or objects. People resources include educators, assistants, group leaders, consultants, authorities, and the participants themselves. Examples of objects which are resources are books, articles, films, tapes, case studies, video, games, and simulations. In selecting the resources for learning, the VRE must be concerned with the following:

1. Are the resources the best available for achieving the inservice objectives?
2. Are the resources consistent with the school's educational practice?
3. Are the resources consistent with the educational style that the participants expect?

Remember, a "blend" of resources optimizes the effectiveness of inservice.

G. How Is An Effective Inservice Learning Climate Established?

The first few minutes of the inservice are crucial. If they are interesting, relevant, and pleasant, problems which may arise later can be resolved with a minimum loss of learning. If the first few minutes are boring, pointless and/or unpleasant, even the most important information is likely to be lost. If the environment has positive and pleasant conditions, participants are more likely to pay attention, be more open minded and ready to receive information. Unpleasant conditions should be eliminated, if at all possible.

There are a few basic rules to be considered when working with adults. The following considerations are major factors in the establishment of an effective learning climate:

1. Greeting participants and setting the tone.
2. Getting everyone comfortable.
3. Spelling out the ground rules (i.e., no smoking).
4. Warming up (activities that make sure everyone knows each other).
5. Discussing expectations for the inservice.
6. Expecting participation from everyone.
7. Being flexible as the inservice progresses.
8. Allowing discussions to continue till closure.
9. Encouraging participants to have fun.
10. Praising participants for their participation and attendance.

H. What Are Some Different Types Of Presentations That Are Appropriate Inservice Activities?

The following methods suggested by Davis and McCallon (1974) are useful for providing information. When participants lack content background, these methods may serve as the simplest and best way of providing it.

1. Lecture--a prepared verbal exposition by one speaker before an audience. (Hint: the speaker should be interesting.)
2. Lecturette--a short lecture. (Hint: requires more brevity than the lecture.)
3. Lecture-Forum--a lecture followed by a question and answer period. Provides more activity for participants and gives them a chance to explore selected portions of the content in greater detail. (Hint: the lecturer must be quick thinking.)
4. Panel--a planned conversation before an audience on a selected topic. Usually includes 3 or more panelists and a leader. Brings more points of view to the content. (Hint: the facilitator must be diplomatic!)
5. Panel-Forum--a panel discussion followed by a question and answer period chaired by a facilitator. Can lead to special interest arguments. (Hint: the leader should have some way of arranging interactions.)
6. Expanding panel--a panel with a vacant chair(s). Participants can join in when they wish and vacate at will. Can become unwieldy with groups larger than 20. Can provide movement, interest and activity. (Hint: needs a leader with a solid set of ground rules and the skill to enforce them.)
7. Presentation with listening teams--any of the following methods: debate, presentation, film, slides, videotape, followed by a more organized kind of question/answer period. Before the presentation, participants are organized into small groups. Each group is given a listening assignment, i.e., listening for debatable points, issues, current applications, etc. At the end of the presentation, the groups caucus and develop questions relating to their particular assignment. The questions are posed to those making the presentation. (Hint: it's important to structure assignments that will get at the meat of the presentation.)
8. Presentation with reaction panel--any of the above noted presentation methods followed by the rections of a small, selected group of participants. The participants panel is, in effect, reacting for the entire group. (Hint: it's important to select participants whose views are likely to represent the views of several other participants.)

I. How Is The Inservice Evaluated?

Since the inservice workshop was developed based on participant needs that were translated into topics and objectives, the evaluation procedure is merely one of assessing overall effectiveness. Evaluation is most often in the form of participant feedback. Feedback from participants may be obtained in several ways.

1. Individual participants may be asked for their appraisal of the day's activities or some portion. This usually occurs during breaks or at the close of the session.
2. The entire group may be asked to provide written (often anonymous) appraisals of the day's session and is especially useful if the inservice is continued, as adjustments can be made to improve the subsequent sessions.
3. The entire group may be asked to provide verbal appraisals of the day's activities or some portion of them. This usually occurs after some particular activity or at the end of the day.

The evaluation instrument should be designed to provide feedback in the following areas (Davis and McCallon, 1974):

- topics and content;
- effectiveness of presentation(s);
- adequacy of facilities;
- relevance of activities, handouts, simulations, films, etc.;
- time related factors;
- opportunities for both formal and informal interaction.

(An example of a feedback form is included in the Resources for Goal 7.)

J. What Are Some Resources For Planning Inservice Programs?

These resources can be used for ideas for topics and activities when planning inservice programs:

1. Brolin, D., McKay, D., and West, L.

   Trainers Guide to Life Centered Career Education, Council for Exceptional Children, Reston, VA, 1979.

2. Special Education Dissemination Center Inservice Package
   Department of Special Education
   University of Missouri-Columbia
   (314)882-3594

   A particularly valuable resource available from SEDC through a LOAN PACKAGE is #131P **Training Activities for Preparing Personnel to Design and Implement Workshops.** This is an inservice package which was designed to teach potential inservice trainers the skills necessary for implementing effective inservice workshops. Modules include: Identifying Facilitator Roles; Identifying Participant Roles; Motivation; Communication Skills; Needs Assessments; How to Modify an Inservice Presentation; Presenting Inservice Training Materials; Evaluating Inservice Workshops; and Planning an Inservice Workshop. (Developed by Midwest Regional Resource Center, Drake University, Des Moines, IA.)

3. **Instructional Development for Special Needs Learners: An Inservice Resource Guide,** by Allen Phelps.
   Department of Vocational and Technical Education
   University of Illinois at Urbana-Champaign
   Urbana, IL 61801

4. **Vocational Education for Special Needs Students: Competencies and Models for Personnel Preparation,** by Allen T. Phelps et al. (A final report on the National Workshop on Vocational Education for Special Needs Students.)
   Resources in Vocational Education/ERIC
   Document Reproduction Service
   P.O. Box 190
   Arlington, VA 22210
   (903)841-1212

5. VEEP Equity Program Materials
   Instructional Materials Laboratory
   10 Industrial Education
   University of Missouri-Columbia
   (314)882-2883

Resources For Goal 7

1. Feedback Form

Sample Feedback Form

Key: SA = strongly agree; A = agree; U = undecided; D = disagree; SD = strongly disagree

1.	The objectives of this workshop were clear to me.	SA	A	U	D	SD
2.	The content of the presentations was valuable.	SA	A	U	D	SD
3.	Possible solutions to my problems were considered.	SA	A	U	D	SD
4.	I was stimulated to think about the topics presented.	SA	A	U	D	SD
5.	The group discussions were beneficial.	SA	A	U	D	SD
6.	There was adequate time for informal discussion.	SA	A	U	D	SD
7.	I had sufficient opportunity to express my ideas.	SA	A	U	D	SD
8.	I really felt a part of this group.	SA	A	U	D	SD
9.	My time was well spent.	SA	A	U	D	SD
10.	The content seems readily applicable to the important problems in the area of vocational-special needs programs.	SA	A	U	D	SD

Comments: ____

Additional Resources

Resource: **Developing an Attitude Towards Learning,** R.F. Mager

Source: Fearson Publishers, 1968, Belmont, CA

References

Davis, L.N. and McCallon, E. **Planning, Conducting, Evaluating Workshops.** Austin, TX: Learning Concepts, 1974

Goal 8: Evaluate A VRE's Program

Overview

One of the most difficult things to do is the evaluation of one's own program, particularly when it's a unique program. The role and activities are different from other programs typically found in vocational settings. The VRE is not an instructor, therefore the format used for evaluating instructors is usually inappropriate. This section attempts to provide some guidelines for the VRE to evaluate their own program and share the evaluation with their administration.

Goal 8: Evaluate A VRE's Program

Questions

A. How can VREs evaluate their program?

B. When should the evaluation take place and what should be evaluated?

C. How can the VRE evaluate his or her own performance?

D. What Is A Continuation Proposal?

E. What is an FV 4?

A. How Can VREs Evaluate Their Program?

Evaluation of the VRE's program is indeed important. The goal of program evaluation is to improve the program through a process of gathering and providing useful information for decision making.

These steps are important components of the evaluation process and are steps a VRE should take in evaluating their program.

Plan: determine the goals and objectives of the program at the beginning of the year, and define the criteria (level of performance) to be achieved.

Implement: carry out activities to accomplish the identified goals and objectives.

Evaluate: compare the outcomes of the program with the level of performance criteria.

Decide: based on evaluation results, prioritize activities, and decide what changes are needed for further improvement of the program.

B. When Should The Evaluation Take Place And What Should Be Evaluated?

Evaluation should be both ongoing (formative) and cumulative (summative). Formative evaluation is continuous throughout the year and looks at processes and products of the programs. Summative evaluation is at the end of the school year.

Formative evaluations can:

- aid in monitoring, coordinating, and controlling programs;
- allow input during the process;
- facilitate communication among staff; and,
- provide for informed decisions on program adjustments.

Summative evaluation looks at program effectiveness in terms of:

- impact of the program on students;
- degree to which program objectives were met;
- cost effectiveness of the program improvement.
- recommendations for program improvement.

The VRE should facilitate the formative and summative evaluation of the following parts of the program:

- working with instructors
- modifying curriculum
- modifying facilities and equipment
- working with special education staff
- acting as an advocate for handicapped students
- providing support services
- monitoring student progress
- assisting in placement and follow-up

C. How Can The VRE Evaluate His Or Her Own Performance?

A listing of the job competencies a VRE should exhibit in his or her performance can be utilized to evaluate performance. The list can be used as a self-evaluation tool by the VRE and as a staff evaluation tool by the administration, for the purpose of identifying areas of improvement in the VRE's performance.

The checklist format in the Resources for Goal 8 might be useful. It was adapted from the identified job competencies of VREs (Dick, et al. 1981). Because each VRE's job competencies vary, the specific competencies should be adapted, deleted, or added to, depending on the VRE's particular job description and situation. The same checklist format might be given to instructors and administrators. Input from these school personnel can provide the VRE with valuable feedback regarding effectiveness.

D. What Is A Continuation Proposal?

Each year an application for renewal of the VRE project must be submitted to the Department of Elementary and Secondary Education by March 1. Announcements of the application and renewal dates come out in January. The director will usually ask the VRE for information regarding program objectives and/or any budget concerns so they may be incorporated in the renewal application. Projects are renewed based upon the successful completion of the program objectives each year.

E. What Is An FV 4?

One form very familiar to the VRE is the FV 4, or the Equipment Supply Form. This form identifies budget line items for acquisition of resources, materials and equipment necessary to meet project objectives. It is part of the continuation proposal sent to the Department of Elementary and Secondary Education. (See Resources for Goal 8.)

Resources For Goal 8

1. VRE Evaluation Checklist
2. Program Plan for Vocational Teacher Education Workshops or Special Projects
3. FV 4 Form

VRE Evaluation Checklist

	Excellent		Adequate	Needs	Improvement	Suggested
	5	4	3	2	1	Improvement
Work with staff to maintain rapport and communication.						
Assist in modification of vocational programs, curriculums, equipment or methods to meet the needs of students.						
Work with special education staff to obtain educational and behavioral info and provide service to students.						
Comply with state and federal laws, regulations, and guidelines for Handicapped Programs.						
Act as an advocate for handicapped students.						
Contact vocational instructors about students' progress.						
Arrange for remedial instruction or tutoring.						
Identify alternative strategies for students who are not meeting the specified vocational goals and objectives.						
Help instructors implement appropriate individualized instruction.						
Work with the administration in preparing the school environment for mainstreaming.						
Compile resource and media information which will help staff members as they work with students.						
Provide info to your school, other sending schools and community about services the program offers to handicapped students.						
Provide and/or secure inservice training for staff.						
Provide motivational, vocational, and support service to students.						
Work with counselors and placement staff.						

(Continued on the next page)

	Excellent 5	4	Adequate 3	Needs 2	Improvement 1	Suggested Improvement
Establish communication channels; coordinate information sent to and received from sending or other schools.						
Develop a referral procedure between program and service area.						
Refer handicapped students for vocational evaluation, academic testing or other support services.						
Work with staff members of the sending school as well as the vocational school to assure that the programs for individual students complement each other.						
Develop, utilize and evaluate procedures for communicating with parents about abilities, placement, progress and future goals of students.						
Assist students to take an active part in the planning of their program.						
Participate in I.E.P. staffing.						
Contact community agencies to identify and utilize resources.						
Select and acquire instructional materials appropriate for handicapped students.						
Establish and utilize advisory committee.						

Program Plan
For
Vocational Teacher Education Workshops Or Special Projects

A program plan for each workshop or special project must be submitted to the Department of Elementary and Secondary Education, Divison of Career and Adult Education, along with the FV-4 budget form at least 20 working days before the proposed beginning date. Please provide duplicate copies of the information requested in the format listed below.

A. Type of proposed activity: workshop, special project, other - specify.

B. Area of vocational specialization: Agriculture, Business, Distributive Education, Health, Home Economics, Trade, Technical, Guidance, Other - specify.

C. Name of institution.

D. Name, address, and telephone number of professional staff member responsible for the proposed activity.

E. List the beginning and ending dates for workshop or project.

F. Provide a narrative overview of the workshop or project. Describe this in such a way that an "outside reader" could understand what specific services are to be rendered.

G. Indicate how the need for this program was determined.

H. Specify objectives for the workshop or project. Detail in a measurable form what is to be accomplished as a result of this service.

I. **Workshops:** Provide an outline of program to include daily hours and program topics or activities.

Special Projects: Indicate specific time sequences for activities and include significant calendar dates.

J. Staff: Staff members should be listed by name, title, and a brief statement of qualifications.

K. Student Information: The number and kind of students and the methods for selecting them must be explained.

L. Detail ways in which this proposal will be evaluated:

1. To measure the extent to which stated objectives have been achieved;
2. Other (specify).

M. Reports: Give assurance that an evaluation report, based on Item K above, will be submitted to the Department within 60 days of the ending date of the project. Additional information in the report must include: what specific services have been rendered, number of students enrolled and completed, et cetera.

N. Budget (No indirect costs will be paid by the Department.): All cost categories must be listed on the FV-4 budget form. Cost items listed on the FV-4 budget form must be supported by budget note sheets which justify and show the method of computing cost in the following categories:

1. **Professional Staff Salaries:** identify by name, amount, and computation
2. **Secretarial Services:** amount and method of computation
3. **Consultants:** identify by name, hours, amount and method of computation
4. **Travel:** identify by whom, amount, and method of computation
5. **Office Supplies, Communications:** itemize and show method of computation
6. **Instructional Materials:** identify and show method of computation
7. **Equipment:** itemize and show amount
8. **Other:** specify, show amount, and method of computation. Show institutional contributions to the project, by cost category, under a separate column.

O. Notification: The department will review the program plan along with the budget and will notify the institution in writing of the approval or disapproval of the project. The FV-4 form will be returned and will indicate the maximum amount of vocational funds budgeted for the project. No costs should be incurred prior to the receipt of an approval letter and the FV-4 budget authorization form.

P. Reimbursement Claims: Reimbursement claims may be submitted to the Department following the payment of all project costs, or by no later than 15 days following the close of the fiscal year in which the project was conducted. Claims must be submitted on the form FV-2 (Reimbursement for Equipment, Teaching Aids, or Other items for Vocational Education) and must provide payment justifications in the appropriate cost categories as follows:

1. **Professional Staff Salaries:** identify by name and amount paid
2. **Secretarial Services:** identify by name and amount paid
3. **Consultants:** identify by name, hours, and amount paid
4. **Travel:** identify for whom, amount paid, and method of computation
5. **Office Supplies, Communications:** itemize and document all payments through receipts, facsimile copies of invoices, or internal documentation of charges
6. **Instructional Materials:** itemize and document all payments through receipts, facsimile copies of invoices, or internal documentation of charges
7. **Equipment:** itemize and attach facsimile copies of invoices
8. **Other:** document all payments for expenditures covered in the approved budget.

FV-4 EQUIPMENT & OTHER

Number: 60-920-004
3/81

DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION
VOCATIONAL DIVISION
P.O. Box 480, Jefferson City, Missouri 65102

APPLICATION FOR AUTHORIZATION TO PURCHASE EQUIPMENT, TEACHING AIDS OR OTHER ITEMS FOR VOCATIONAL PROGRAMS

Fiscal Year Ending June 30, _____

(Please read instructions on reverse side)

	DISTRICT CODE
	LOCAL EDUCATION AGENCY (LEA)
PROGRAM CODES (PROGRAM AND TYPE)	MAILING ADDRESS
DESCRIPTION OF PROGRAM	CITY -- ZIP

ITEMS SUBMITTED FOR APPROVAL

DESCRIPTION OF ITEMS	QUANTITY	ESTIMATED UNIT COST	ESTIMATED TOTAL COST
		$	$
		Total Estimated Cost	$

Minimum $100

FOR STATE OFFICE USE ONLY

COUNTY DISTRICT	SCHOOL NUMBER	PROGRAM CODE	AREA CODE	YEAR PAID	YEAR CHG.	PURPOSE	EXPENDITURE	REIMBURSEMENT	STATE	FEDERAL	SOURCE	SECTION CODE

PROGRAM DIRECTOR	STATE DIRECTOR OF VOCATIONAL EDUCATION	APPROVAL DATE

INSTRUCTIONS

Three copies of this Application for Authorization are to be submitted with the FV-1 forms to the Director of Vocational Finance. After they have been processed, one copy indicating the approved items will be returned to the LEA. The Certification Section at the bottom of this page should be completed prior to sending it to the State Office for approval. A separate Application must be filed for each Program or Service Area and each Type of Program. Only those items having prior approval on this Application may be claimed for reimbursement.

District Codes: Enter the district codes used by the Department of Elementary & Secondary Education for payment purposes.

Local Education Agency: Report the official name of the school district, the mailing address, city and zip code.

Program Codes and Description of Program: A separate Application must be filed for each Program or Service Area and each Type of Program. The Program Code will therefore always be a two-part code as illustrated in the yellow program code list included with the instructions for completing Form FV-1.

Sign Below

CERTIFICATION

The local education agency hereby requests authorization to purchase equipment or teaching aids as described on the reverse side of this form to be used for instruction in programs approved under the provisions of the Vocational Education Amendments of 1968.

It is understood that the title to equipment and teaching aids is to be vested in the school district with accountability to the Department of Elementary & Secondary Education. No disposition or diversion of use may be made without written approval. If such property is sold or no longer used for the purpose permitted in the Act, the Department of Elementary and Secondary Education is to be credited with its share of the value as determined by the sale price or fair value.

It is further understood that the LEA will furnish the Department information required for supporting claims for funds and maintaining inventory records.

Date ______________________ *Signed* ______________________
(Chief School Administrator)

Additional Resources

Resource: **Evaluation Handbook: Guidelines and Practices for Follow-up Studies of Former Vocational Education Students,** S.J. Franchak and J. Weiskott

Source: The National Center for Research in Vocational Education, The Ohio State University, 1978, Columbus, OH

References

Dick, M., Flanagan, M., Cameron, C., West, L. **Final Report: Developing Comprehensive Job Competencies for Vocational Resource Educators, Vocational Evaluators, and Vocational Special Needs Instructors.** Columbia, MO: Missouri Department of Elementary and Secondary Education, July, 1981.

Glossary

Ad Hoc Advisory Committee: is appointed for one purpose and is generally of short-term tenure. It provides for pre-operational steering, survey, feasibility study, or any special problem that may arise during the development or operation of a program of vocational education. Following the completion of the specific assignment, the Ad Hoc Advisory Committee is terminated.

Administrative Advisory Committee: The Administrative Advisory Committee is appointed for the specific purpose of improving lines of communication between area vocational schools and those schools sending students to the area vocational school. This committee deals with schedules, calendars, new programs, transportation, and other items that are necessary for the administrative body to consider. The recommendations from this committee are advisory, and final policy is vested in the elected board.

Adult Program: Means vocational education for persons beyond the age of compulsory school attendance who have already entered the labor market or who are unemployed or who have completed or left high school and who are not described in the definition of "postsecondary programs". Adult programs are classified into the following categories: **(1) Supplemental** programs provide opportunities for employed adults to gain additional skill and knowledge about their present job; **(2) Preparatory** programs are designed to prepare an adult with sufficient job skills and knowledge to enter an occupation new to them; **(3) Apprenticeship** programs provide classroom/laboratory instruction in the school setting which is related to on-the-job experiences of an adult employed in one of several apprenticeable occupations; **(4) Consumer and Homemaking** instruction provides opportunities for adult individuals who have assumed the dual role of holding a job and managing a household.

Ancillary Services: Are designed to support vocational education programs. The primary function is to insure quality in the programs. Such services include teacher education, demonstration and experimental programs, development of instructional materials, evaluation of programs, and research activities.

Area Vocational School: Is a public educational institution which has been designated by the State Board of Education. An area vocational school may be: (1) a specialized high school, (2) a department of a high school, (3) a department or division of a junior college, used exclusively for the provision of vocational education to persons who are available for study in preparation for entering the labor market.

Contractual Agreement (Cooperative Agreement): A written agreement between a public education agency and other agency(ies) which provide(s) occupational experiences for students to meet the objective(s) of a curriculum. The agreement shall include the terms of the contract, signed by the chief administrators and reviewed annually.

Cooperative Vocational Education Programs: Provide instruction in vocational education through cooperative arrangements between the schools and employers. Students combine in-school study with part-time employment (occupational field experience).

DESE: Means the Department of Elementary and Secondary Education.

Disadvantaged: Persons (other than handicapped persons) who:
1. Have academic or economic disadvantages, and
2. Require special services, assistance, or programs in order to enable them to succeed in vocational education programs.

"Academically Disadvantaged," for the purposes of this definition of "disadvantaged," means that a person:
1. Lacks reading and writing skills,
2. Lacks mathematical skills, or
3. Performs below grade level.

"Economically Disadvantaged," for the purposes of this definition of "disadvantaged," means:
1. Family income is at or below national poverty level,
2. Participant or parent(s) or guardian of the participant is unemployed,
3. Participant or parent of participant is recipient of public assistance, or
4. Participant is institutionalized or under State guardianship.

Disadvantaged Programs: Provide special services and assistance for persons who have academic or economic handicaps that prevent them from succeeding in vocational education programs designed for persons without such handicaps.

Follow-Up: A survey to determine what occupations, if any, the students and graduates of vocational education programs enter and how effective their training was in relationship to the actual needs of the job.

General Advisory Committee: Is appointed for the specific purpose of advising the vocational administrator regarding the maintenance, extension, and improvement of the total vocational education program. The primary function is to advise in planning, placement, and public relations. In fulfilling these responsibilities, the committee members will help maintain quality vocational education and ensure support by the community.

Handicapped: Who by reason of being handicapped:

1. Require special education and related services, and
2. Cannot succeed in the regular vocational education program without special educational assistance, or *
3. Require a modified vocational education program. *

*For Vocational Education funding only

Handicapped Programs: Provide special services and assistance for persons who are diagnosed as handicapped, and who, because of their handicapping condition, cannot succeed in the regular vocational program without special education assistance or who require a modified vocational education program. (Vocational education definition.)

Host School: The school district in which the area vocational school is located.

In-Service Training: Is any sort of preparation which was provided specifically to improve performance of staff in activities and duties essential to the success of the program.

Job Development Activities: These duties are generally performed by a certified counselor or job placement specialist and may include locating employers having jobs available for graduates, keeping informed regarding business and industrial expansion, keeping industry informed regarding training programs, etc.

LESA (Limited English-Speaking Ability): Individuals who were not born in the United States of whose native tongue is a language other than English.
Individuals who came from environments where a language other than English is dominant, and by reasons thereof, have difficulties speaking and understanding instruction in the English language.

Nontraditional: describes students, both female and male, who enroll in vocational programs mostly filled by members of the opposite sex; i.e. men who enroll in health or clerical occupations and women who enter electronics or welding.

Participating Schools: All schools which enroll students in an area vocational school, i.e. sending districts and host schools.

Postsecondary: A program designed primarily for youth or adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market.

Postsecondary Programs: Provide vocational education for persons who have completed or left high school and who are enrolled in organized programs of study for which credit is given toward an associate or other degree, but which programs are not designed as baccalaureat or higher degree programs.

Pre-Employment Activities: Includes instruction designed to prepare the student for seeking employment. This may include preparation of personal resumes, job search methods, job interviewing techniques, etc.

Program (Vocational Education): Instruction organized to fit individuals for employment in an occupation in one of the vocational education fields.

Program Advisory Committee: Works at the instructional level and is concerned with matters of faculty qualifications, curriculum content, equipment, facilities, and placement of graduates. The program advisory committees are appointed for each occupational area in an institution offering state approved vocational education.

Secondary Programs: Are designed for high school students including grades 9-12.

Sending District: School district which sends students to an area vocational school provided by another district.

Target Population: Any person or groups of people who are identified by pieces of legislation and funds are set aside in legislation to assist the identified individuals.

Vocational Education: Means organized educational programs which are directly related to the preparation of inidividuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree; for purposes of this paragraph, the term "organized education program" means only: (a) Instruction related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training; and (b) The acquisition, maintenance, and repair of instructional supplies, teaching aids and equipment. The term "vocational education" does not mean the construction, acquisition, or initial equipment of buildings, or the acquisition or rental of land.

Vocational Education Program: Refers to organized instruction based in an LEA attendance center, approved and/or partially funded by DESE, provided to individuals in an area of study that is classifiable by at least a four-digit U.S. Department of Education code and which is designed to prepare such individuals for paid or unpaid employment. Such instruction may include, in addition to classroom instruction, classroom-related experiences in field, shop, laboratory or on-the-job settings.

Vocational Student: Refers to an individual enrolled in a DESE approved vocational education program for the purpose of obtaining paid or unpaid employment-related skill(s) and knowledge.

Acronyms Related to Vocational Special Needs

AAMD - American Association of Mental Deficiencies
ABE - Adult Basic Education
ACLD - Association for Children with Learning Disabilities
ARC - Association of Retarded Children
AVA - American Vocational Association
BD - Behavior Disordered
BEH - Bureau for Education of the Handicapped (now OSE/Office of Special Education)
CEC - Council for Exceptional Children
CETA - Comprehensive Employment and Training Act
COE - Cooperative Education
D & H - Disadvantaged and Handicapped
DESE - Department of Elementary and Secondary Education
DMH - Division of Mental Health
DOE - Department of Education
DOT - Dictionary of Occupational Titles
EEOC - Equal Employment Opportunity Commission
EHA - Education of All Handicapped Act (PL 94-142)
EMR/EMH - Educable Mentally Retarded or Handicapped
ESEA - Elementary and Secondary Education Act
FAPE - Free and Appropriate Public Education
HEW - Health, Education and Welfare (now DOE/Department of Education
IEP - Individualized Educational Plan
IML - Instructional Materials Laboratory (University of Missouri-Columbia)
LD - Learning Disabled
LEA - Local Education Agency
LRE - Least Restrictive Environment
MR - Mentally Retarded
MRRC - MidWest Regional Resource Center (Drake University, Des Moines, IA)
NARC - National Association of Retarded Citizens
NAVSNEP - National Association of Vocational Special Needs Personnel
OCR - Office of Civil Rights
OJT - On-the-Job Training
OSE - Office of Special Education
OT - Occupational Therapy (therapist)
PI/MH - Physically Impaired/Multiply Handicapped
PL - Public Law
PT - Physical Therapy (therapist)
SEA - State Educational Agency
SS - Social Security
TMR/TMH - Trainable Mentally Retarded or Handicapped
VAC - Vocational Adjustment Counselor
VEA - Vocational Education Act (PL 94-482)
Voc Tech - Vocational Technical School
VR - Vocational Rehabilitation
VRC - Vocational Rehabilitation Counselor
VRE - Vocational Resource Educator

*Adapted from Cameron, C.T., University of Missouri-Columbia, Project Missouri LINC, 1980.

Appendices

How Does Missouri Define Handicapped?

In order to help local districts establish parameters for defining "handicapped," state and federal legislation has established working definitions to serve as guidelines. Although federal and state definitions may not be identical, the basis of the definitions is identical.

Missouri law defines handicapped as those who are:

> under the age of twenty-one years who have not completed an approved high school program and who, because of mental, physical, emotional or learning problems, require special education services in order to develop to their maximum capacity. (Missouri Department of Elementary and Secondary Education, 1977, p.15).

The handicapping conditions are defined as follows:

1. **Educable Mentally Retarded (EMR):** students who are capable of academic, social, and vocational training but require specialized instruction to realize maximum skill development and meaningful integration into adult society.

2. **Specific Learning Disabled (SLD):** students who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written. It may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations...The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental cultural, or economic disadvantage.

3. **Behavior Disordered (BD):** students that exhibit one or more of the following characteristics over an extended period of time and to a marked degree:

   - Difficulties in learning that cannot be explained by intellectual, sensory, or other health factors;
   - Difficulties in building or maintaining satisfactory interpersonal relationships with peers, parents, and teachers;
   - The general pervasive mood of unhappiness or depression;
   - A tendency to develop physical symptoms, pains, or fears associated with personal or social problems.

4. **Speech and Language:** students whose speech or language deviates so far from other individuals in a group that it calls attention to itself, interferes with communication, or adversely affects the self-image of the student.

5. **Developmental Speech and Language:** students whose language disabilities are too severe to be remediated through remedial speech or language therapy sessions alone. In order for these students to progress academically, they require placement in a class designed for children with severe language disabilities.

6. **Orthopedicaly Disabled:** students who have conditions such as cerebral palsy, spina bifida, muscular distrophy, congenital defects (such as hydrocephalus, club feet, heart conditions), and adventitious defects (such as poliomyelitis, rheumatoid arthritis, osteomelitis, hydrocephalus), and other physical defects in varying degrees requiring special adaptation and modification of school facilities and equipment.

7. **Partially Seeing:** students whose visual acuity is so limited as to require specific educational compensation of a significant nature in order that the learning needs of the student can be adequately met by the school district. As a general rule, the partially-seeing student evidences a central visual acuity range of 20/70 to 20/200 in the better eye with best correction by glasses.

8. **Blind:** students whose visual acuity is so limited as to require a comprehensive educational program involving compensatory services including but not limited to large print materials, utilization of recorded matrials, mobility training, developmental braille skills and self-help and daily-care skills development. Legal blindness is generally characerized by a visual acuity of 20/200 or less in the better eye after best correction by glasses or peripheral vision subtending an angle not greater than twenty degrees.

3. **Hard of Hearing:** students whose hearing is impaired to the extent that language, social, and/or academic development is restricted to a significant degree educationally but who is not eligible for placement in classes for the deaf. Generally, students who are eligible for placement in classrooms for the hard of hearing exhibit hearing loss in a range from 25 dB to 40 dB (ISO), and such students may profit from preferential seating in the classroom with teacher assistance.

10. **Deaf:** students with no hearing or limited residual hearing sensitivity which is not sufficient to enable understanding of spoken language nor to develop language successfully even with a hearing aid without specialized instruction. (Missouri: Department of Elementary and Secondary Education, 1977, pp. 15-24.)

How Are Students With Handicaps Identified?

Missouri conducts a "child-find" each year to identify who is eligible for special services. The "Education for All Children Act" (P.L. 94-142) and Missouri HB474 provide for the annual identification of all students with handicaps who reside within the jurisdiction of each local education agency. The local education agency has the responsibility to identify, locate, and evaluate all students with handicaps regardless of the severity of the handicap and to determine what services are being received or are needed.

A VRE can access this information by requesting a listing of identified students from the Special Education Administration at the local educational agency. If the VRE or a teacher feels that a student has not been identified as handicapped but should be, they should refer the problem to the Special Education Division for evaluation.

In the postsecondary setting the "find" of students with disabilities is not governed by law in the same way that it is for secondary schools. Section 504 of the Rehabilitation Act of 1973 provides for equal access to education for all disabled students. However, the student has the responsibility for advising the school regarding any special needs. The school is then required to make "reasonable" accommodations. The VRE plays a major role in assisting the student and teacher in identifying and implementing the adaptation or modification needed.

Students with special needs are identified in an informal way in postsecondary schools. They come to the attention of the VRE from many sources. Self-identification is the major referral source but there are many others. Sending schools, sending agencies, teachers, school nurses, parents and recruitment opportunities are a few other sources of referrals.

198

How Was Missouri's VRE Model Developed?

In 1978 a University of Missouri-Columbia project conducted a survey of 257 vocational educators and administrators in 16 area vocational schools in Missouri. The purpose of the study was to identify what vocational teachers and administrators felt to be the most significant problems experienced in mainstreaming handicapped into their programs, what role was needed from a support person, and what competencies the support person would require for them to be successful. These roles were identified:

- The academic and personal-social skills of the handicapped students in regular vocational classes;
- The image of students with handicaps;
- The extra time mainstreaming would require for preparation and for teaching;
- The lack of assistance from support personnel;
- Others' view of the attitude of the handicapped toward learning;
- The attitude of others toward the handicapped;
- General concerns of safety, peer attitudes and pre-vocational skills of handicapped students.

The major roles identified on the survey were:

- Working with public relations and inservice training;
- Assisting with job placement and supervision;
- Assisting with curriculum and social skills needs.

The competencies identified for the VRE were:

- Have knowledge of available resources.
- Have knowledge of effective teaching techniques.
- Possess administrative skills.

The three competencies identified by the study, Knowledge of Resources, Knowledge of Teaching Techniques, and Administrative Ability, seem to cover the range of abilities one would need to possess to help overcome the numerous problems identified as common with handicapped students mainstreamed into vocational programs. These competecies reflect both internal and external functions:

Internal
Knowledge of:
  IEP requirements
  vocational teaching techniques
  special teaching techniques
  administrative techniques
  vocational evaluation techniques

External
Knowledge of:
  laws pertinent to handicapped
  resource people
  community facilities
  jobs appropriate for the handicapped
  employer-employee procedures

This wide range of identified competencies bears considerable importance to effective planning for training individuals to work as Vocational Resource Educators.

What Pieces Of Legislation Contribute To The Need For VREs?

There are four major pieces of legislation which contribute to the rationale of the Missouri VRE Model; three federal pieces of legislation and one state law. 1) The Education for All Handicapped Children Act (P.L. 94-142); 2) The Education Amendments of 1976, Title II--Vocational Education (P.L. 94-482); 3) The Rehabilitation Act of 1973, Sections 503 and 504 (P.L. 93-112); and, 4) Missouri's House Bill 474.

1. **The Education Amendments of 1976** (P.L. 94-482) require that each state expend 10% of its federal vocational funds to provide up to 50% of the total costs of special services for students with handicaps. The costs of providing the special services must be in excess of the cost of educating students in regular vocational education. The act requires that vocational programs for students with handicaps must be consistent with state plan requirements under the Education for All Handicapped Children (EHC) Act.

2. **Sections 503 and 504 of the Rehabilitation Act of 1973** (P.L. 93-112) protect the civil rights of persons with handicaps. **Section 503** is important to vocational educators because it deals with affirmative action for employers. Any employer with a federal contract of more than $2,500 must take affirmative action to hire qualified persons with handicaps. If the contract involved $50,000 or more and fifty or more people are employed, the employer must develop and affirmative action plan listing the sources utilized in recruiting the handicapped. **Section 504** prohibits discrimination against all persons with handicaps by any program or activity receiving federal assistance. (Each federal agency is responsible for developing its own guidelines for compliance. The Department of Health, Education and Welfare is one agency that has already published these guidelines.) The law is intended to end discriminatin solely on the basis of handicap. Those receiving federal funds may not discrimination against persons with handicaps in regard to employment, program accessibility, education, health, welfare or social services. In addition, 504 requires an annual identification and location of every handicapped person by local school districts for the purpose of informing them of their rights to a free appropropriate education.

3. **The Education for All Handicapped Children Act** (P.L. 94-142) is designed to assure provision of a free and appropriate education to all handicapped students between the ages of 3 and 2. One of the major requirements of the Act is that an individualized education program (IEP) be written for each student with a handicap. Vocational educators should be involved either directly or indirectly in the development of the vocational education programs. According to the Act, vocational education must be specifically planned so that students with handicaps may participate with nonhandicapped students to the maximum extent possible. Parental involvement in the development, review and revision of the IEP is provided for by the law.

4. **House Bill 474** Chapter 162, section 670 through 995, RSMO, is Missouri state legislation designed to enable the enactment of P.L. 94-142. It was passed in 1973 and guarantees students between the ages of 5 and 21 who are handicapped the right to a free, appropriate public education. A majority of the provisions of the "Education for All Handicapped Children Act," including child find activities, diagnosis and evaluation, appropriate services and due process procedures, are addresed in HB474.

What Does Least Restrictive Environment Mean?

Inherent in the VRE model is the recognition and/or belief in the "spirit" of the law that each and every handicapped student should, can be, and will be educated in the least restrictive environment possible. Another term frequently heard as synonymous with least restrictive environment is mainstreaming.

The word "mainstreaming" has come to have a strong impact on educators at all levels in all situations. It is important that vocational educators have a clear and accurate understanding of what mainstreaming is, prior to involvement. It is often misinterpreted to mean placing **all** students with special needs regardless of their handicaps into the regular classroom to survive without support services for the student and/or the teacher. The Federal Government, in P.L. 94-481, interpreted mainstreaming in the following manner:

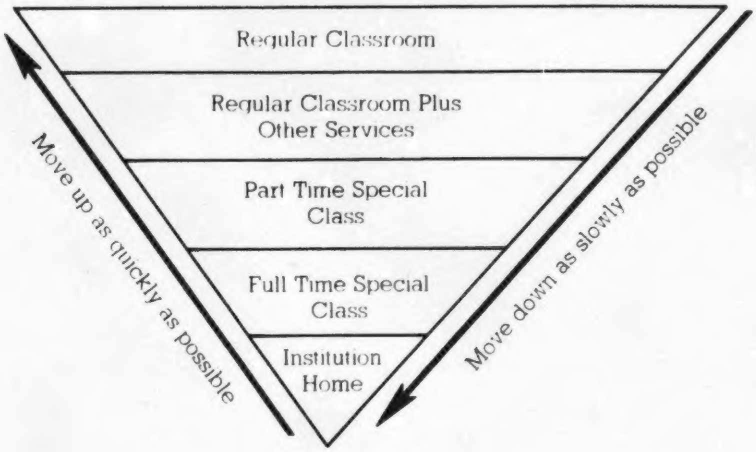
> In a mainstreamed program the handicapped student is placed in a regular vocational class with non-handicapped or non-disadvantaged students. Extra support is provided to the handicapped students or to the instructors in the class. This supplemental support may take the form of the assignment of special personnel to the class, special program modifications, or the provision of special program modifications, or the provision of special remedial education instruction, couseling, or other services to the handicapped or disadvantaged students enrolled in regular class.
>
> (United States Government, March 27, 1978, p. 12757.)

Some students require a separate program because of the severity of their handicaps. However, the intent is to place students with handicaps in the mainstream of education whenever possible.

Public law 94-142 provides for assistance to educators charged with the responsibility to include students with handicaps in their classroom setting. The legislative provision for mainstreaming is in the call for educating all students in the **"least restrictive environment"**. Subsections 121a 550-556 of P.L. 94-412 provide the Federal guidelines for establishing the least restrictive environment. Included within the regulations are assurances that

- to the maximum extent appropriate handicapped students should be educated with nonhandicapped students;
- removal of handicapped from the regular classroom occurs only when the nature or severity of the handicap precludes education in regular classes;
- a continuum of alternative placements is available to meet the needs of handicapped students;
- a handicapped student's placement is determined at least annually;
- placement is based on an individualized education program;
- in selecting the least restrictive environment, consideration is given to any potentially harmful effects on the child;
- teachers and administrators are provided with technical assistance and training to assist them in their implementation efforts.

The least restrictive environment has been graphically represented by several individuals (Deno, 1970, Reynolds, 1962) as an inverted pyramid. This figure is an adaptation of their conceptualization.


Regular Classroom
Regular Classroom Plus Other Services
Part Time Special Class
Full Time Special Class
Institution Home
Move up as quickly as possible
Move down as slowly as possible

What Is Mainstreaming?

Mainstreaming is:

- providing the most appropriate education for each student in the least restrictive setting;
- looking at specific educational needs of individual students rather than in terms of a clinical or diagnostic label such as mentally retarded, learning disabled, physically handicapped, hearing impaired, or gifted;
- looking for and creating alternatives that will help general educators serve students with learning or adjustment problems in the regular setting. Some approaches being used to help achieve this are consulting teachers, methods, and materials specialists, itinerant teachers, and resource room teachers;
- uniting the skills of general education and special education so all students may have equal opportunity for an appropriate public education.

Mainstreaming is NOT:

- wholesale return of all exceptional students in special classes to regular classes;
- permitting students with special needs to remain in regular classrooms without the support services that they or their teachers need;
- ignoring the need of some students for a more specialized program that can be provided in the general education program;
- less costly than serving students in special self-contained classrooms.

What Is An Individualized Education Program (IEP)?

Public Law 94-142 requires an IEP for every handicapped secondary student. An IEP is a written statement of educational needs and related services. The plan is the end result of the group decision making process and reflects the input and expertise of the IEP committee members (committee development is discussed later). An IEP must contain:

1. Statement of the individual's present levels of educational performance, including the skills and deficiencies of the student;
2. A statement of annual goals, including short term instructional objectives;
3. A statement of the specific special education and related services to be provided to the student, and the extent to which the student will be able to participate in regular educational and vocational programs;
4. The projected dates for initiation of services and the anticipated duration of the services;
5. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, achievement of the short term instructional objectives (Regan and McBride, 1980).

The above guidelines are appropriate for developing a Vocational/Educational plan for postsecondary students as well. However, it is not required by law if the student is: a) over the age of 21; or, b) has completed an approved High School Program.

What Legislation Fosters Sex Fairness In Vocational Education?

Title IX of the Education Amendments of 1972 provided that every educational institution receiving federal funds must complete certain actions with regard to equal opportunity for both sexes.

Title II of the Education Amendments of 1976 mandates the development of programs to overcome sex bias, sex stereotyping, and sex discrimination in vocational education. (See chart on the following page.)

TITLE IX REGULATION REQUIREMENTS

	Equal Pay Act of 1963 amended by the Education Amendments of 1972	Civil Rights Act of 1964 Title VII, as amended by the Equal Opportunity Act of 1972	Executive Order 11246 as amended by Executive Order (1967) and Revised Order No. 4 (1971)	Education Admendments of 1972 Title IX	Public Health Service Act, Title VII and Title VIII (1971)
WHAT IS PROHIBITED?	Discrimination in salaries on basis of sex	Discrimination in employment including hiring or firing wages seniority rights, classifying assigning or promoting employees, training or retraining, job advertising, insurance coverage and benefits, pensions and retirement benefits and labor union membership on basis of race, color, religion, national origin, or sex	Discrimination in any aspect of employment (see Civil Rights Act) on basis of race, color religion, national origin, or sex	Discrimination in employment, admissions and treatment in all educational institutions, receiving federal funds, grants loans, or contracts, on basis of sex	Discrimination in admissions and employment at educational institutions receiving grants, loans, contracts, interest subsidies available under Titles VII and VIII of the Public Health Service Act
WHO IS PROTECTED?	All employees of educational institutions, public and private organizations, and most businesses	All employees of establishments of 15 or more persons including labor unions, state and local governments, and educational institutions	All employees of federal contractors and subcontractors, and federally assisted construction projects which have federal contracts over $10,000. Contractors with over $50,000 in federal contracts must file affirmative action programs.	All employees and students	All students and most employees
WHO IS EXEMPTED FROM COVERAGE?	Certain public employees in small retail and service establishments	Some religious insititutions may apply religious restrictions only	None	Certain religious institutions and military schools	None
WHO ENFORCES PROVISION?	Wage and Hour Division of Employment Standards Administration of the Department of Labor	Equal Employment Opportunity Commission (EEOC)	Office of Federal Contract (OFC) designates Office of Education as compliance agency for all contracts	Office for Civil Rights, Office of Education	Office for Civil Rights, Office of Education
HOW IS COMPLAINT MADE?	By letter, telephone, or in person at nearest Wage and Hour Division Office	By sworn complaint on EEOC form	By letter to OFC or Office of Education	Not specified. A letter to the Office of Education	Not specified. A letter to the Office of Education

Special Needs Resources

1. Missouri LINC
   609 Maryland
   University of Missouri
   Columbia, MO 65211
   Toll Free Hotline #800-392-0533 for answers to questions related to Vocational Education and Special Needs students

2. Vocational Instructional Materials for Special Needs Groups
   Human Resources Management, Inc.
   1101 30th Street, N.W. Suite 301
   Washington, D.C.

3. The National Center for Research in Vocational Education
   1960 Kenny Road
   Ohio State University
   Columbus, OH 43210

4. Midwest Regional Resource Center (MWRRC)
   Drake University
   Des Moines, IA 50311
   (515)271-3936

5. Instructional Development for Special Needs Learners
   Department of Vocational and Technical Education
   University of Illinois at Urbana-Champaign
   Urbana, IL 61801

6. Vocational Education Inservice Training
   Department of Special Education
   University of Kansas Medical Center
   Children's Rehabiliation Unit/University Affiliated Facility
   ansas City, KS 66103

7. Wisconsin Vocational Studies Center
   University of Wisconsin-Madison
   964 Educational Sciences Building
   Madison, WI 53706
   (608)263-3696

8. The Career Education Center
   Florida State University
   Florida State Department of Education
   Division of Vocational Education
   Tallahassee, FL 32306

9. LINK Resources, Inc.
   1875 Morse Road
   Suite 225
   Columbus, OH 43229

10. The President's Committee on Employment of the Handicapped
    Washington, D.C. 20210

Resources For Post-Secondary Educators

Accessibility Information Center, National Center
for a Barrier Free Environment, Suite 1006
1140 Connecticut Ave., N.W.
Washington, D.C. 20036

American Alliance for Health, Physical Education
and Recreation for the Handicapped
Information and Research Utilization
Center, 1201 16th Street N.W.
Washington, D.C. 20036

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014

American Association for the Advancement of
Science, Office of Oportunities in Science
1515 Massachusetts Ave., N.W.
Washington, D.C. 20005

American Association of Collegiate Registrars and
Admissions Officers, One Dupont Circle,
Suite 330, Washington, D.C. 20036

American Association of University Professors
One Dupont Circle, Suite 500
Washington, D.C. 20036

American Coalition of Citizens with Disabilities
Suite 201, 1200 15th St., N.W.
Washington, D.C. 20005

Council of Citizens with Low Vision
1211 Connecticut Ave., N.W., Suite 506
Washington, D.C. 20036

Higher Education and the Handicapped (HEATH)
Project of American Council on Education
One Dupont Circle, Suite 780
Washington, D.C. 20037

American Foundation for the Blind, Inc.
15 West 16th Street
New York, NY 10011

American Printing House for the Blind
1839 Frankfort Ave., P.O. Box 6085
Louisville, KY 40206

Association for Children (and Adults) with
Learning Disabilities, 5225 Grace Street
Pittsburgh, PA 15236

Association on Handicapped Student Service
Programs in Postsecondary Education
Wayne State University
Wayne, MI 48184

Association of Learning Disabled Adults
P.O. Box 9722, Friendship Station
Washington, D.C. 20016

Association of Physical Plant Administrators of
Universities and Colleges, 11 Dupont Circle
Suite 250, Washington, D.C. 20036

Captioned Films for the Deaf, Bueau of
Education for the Handicapped
U.S. Department of Education
Washington, D.C. 20202

National Arts and The Handicapped
Information Service, National Endowment
for the Arts, 2401 E Street, N.W.
Washington, D.C. 20506

National Center for Law and the Deaf
Gallaudet College, 7th St. and
Florida Ave., N.E., Washington, D.C. 20002

National Center for Law and the Deaf
Gallaudet College, 7th St. and
Florida Ave., N.E., Washington, D.C. 20002

Mainstream Inc. and On-Call
1200 15th St., N.W.
Washington, D.C. 20005, (202)833-1136

National Association of Blind Students
1211 Connecticut Ave., N.W., Suite 506
Washington, D.C. 20036

National Association of College and University
Business Officers, One Dupont Circle, Suite 510
Washington, D.C. 20036

National Association of the Deaf
814 Thayer Ave., Silver Spring, MD 20910

National Association for Students with Handicaps
Iowa Memorial Union, University of Iowa
Iowa City, IA 52240

National Association of the Visually Handicapped
305 E. 24th St., New York, N.Y. 10010

National Stuttering Project
Box 324, Walnut Creek, CA 94596

Regional Rehabilitation Research Institute on
Attitudinal, Legal, and Leisure Barriers
George Washington University, Barrier
Awareness Project, 1828 L St., N.W.
Washington, D.C. 20036

Registry of Interpreters for the Deaf, Inc.
814 Thayer Ave., Silver Spring, MD 20910

Spina Bifida Association on America
131 Hewlett Neck Rd.
Woodmere, N.Y. 11598

United Ostomy Association
1111 Wilshire Boulevard
Los Angeles, CA 90017

The Cloze Procedure

The cloze procedure was developed by psychologist Wilson Taylor and introduced by him in 1953. Taylor offered first as a means for determining the readability level of published materials because he felt that existing readability formulas were not adequate to the task. The cloze procedure is still used as a measure of readability, and is probably the only such measure that takes the unique experience of the reader into account instead of being a mere count of words and sentences. It has also gained acceptance as a measure of students' ability to comprehend printed instructional materials.

The reasearch that has been done on the use of the cloze procedure as a measure of reading comprehension indicates that if a person can accurately replace about 20 of the 50 words that have been deleted he or she can comprehend the material at a level that would correspond to 75% on a traditional teacher-made multiple choice, fill in the blanks, or short answer test. A student will not be adequately challenged if the written materials are too easy and that he or she will be frustrated if they are too difficulut. When students are tested over instructional materials that they are not familiar with, they should be able to score about 75% on traditional comprehension tests. If they score upwards of 90% the materials are not challenging enough, and if they score below 75% the materials are too difficult. The cloze procedure is a means whereby an instructor can discover whether students and their texts or other written materials have been well matched. If students can put back around 20 words, the match is good. Many over or under that number and we would advise that you try to find more suitable materials. (An aside at this point: don't think of junking an entire book if a group of students finds it too easy and another group finds it too difficult. Think in terms of finding more appropriate materials for those groups and continue to use the text for the other pupils. You may want to bring in supplementary materials, such as paperback books, or pamphlets, or you may want to bring in small numbers of other textbooks that contain the same information as the one you are now using, except that they are written on different levels.)

Directons: Take a passage from the textbook of approximately 250-300 words. Starting with the second sentence, delete every 5th word. Leave a blank in place of the word. Have the students fill in the missing words. Score the passage to determine if the material is an appropriate readability level for the student. The following is an example taken from a business education text.

Sample Of Cloze Measure Of Readability

Major Goals of Business Education[1]

If general education is thought of as the adjustment of the individual to his environment, business education must be thought of as the adjustment of the individual to his business environment. Hence, -1- our purposes, the definition -2- Nichols has indicated is -3- close to the one -4- in this book. Business -5-, therefore, is a type -6- training which, while it -7- to achieve all the -8- of education at any -9- of learning, has for -10- primary objective the preparation -11- students for entrance upon -12- business career; or having -13- upon such a career, -14- render more efficient service -15- and to advance their -16- levels of employment to -17- levels.

Business education, so -18-, has two purposes: (1) training -19- specific jobs, and (2) ability -20- use these skills in -21- environment of business. The -22- is often called, for -23- of a better name, -24- intelligence. It is an -25- of social intelligence, or -26- adaptability, applied in a -27- occupation. It does not -28- in nature from the -29- required in daily life -30- in quantity and quality. -31- example, a person needs -32- get along well with -33- in his daily life -34-, whether in business or -35- nonbusiness activities. However, those -36- engage in business occupations -37- to know and have -38- and competency at a -39- level in the particular -40- of getting along with -41- in its environment. That -42- who are not primarily -43- in business. Thus, some -44- would say that the -45-intelligence, or occupational intelligence, -46- of business education is -47- concomitant to specific ability. -48- many occupations where human -49- competencies are more important -50- a specific skill, the skill may be the concomitant competency and the human relations competencies may be the more important.

[1] Tonne, Herbert A. **Principles of Business Education,** Second Edition, Gregg Publishing Division, McGraw-Hi Book Company, Inc., New York, 1954. (pp. 8-9)

Answer Sheet And Key For Cloze Measure of Readability

Name:

1. For
2. That
3. Fairly
4. Used
5. Education
6. Of
7. Helps
8. Aims
9. Level
10. Its
11. Of
12. A
13. Entered
14. To
15. Therein
16. Present
17. Higher
18. Conceived
19. In
20. To
21. The
22. Letter
23. Want
24. Occupational
25. Aspect
26. Social
27. Business
28. Differ
29. Abilities
30. Excepting
31. For
32. To
33. People
34. Activities
35. In
36. Who
37. Need
38. Skill
39. Higher
40. Ways
41. Business
42. Those
43. Engaged
44. Educators
45. Social
46. Aspect
47. A
48. In
49. Relations
50. Than